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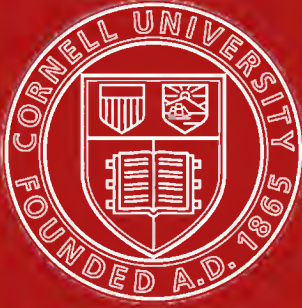
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# FINAL REPORT

OF THE

## War Issues Course

OF THE

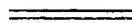
## Students' Army Training Corps



*By*

FRANK AYDELOTTE

Director War Issues Course



WAR DEPARTMENT

COMMITTEE ON EDUCATION AND SPECIAL TRAINING

WASHINGTON

MAY, 1919



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Washington, D. C.,  
January 20, 1919.

Dr. C. R. Mann, Chairman Advisory Board,  
War Department, Committee on Education  
and Special Training, Washington, D. C.

My Dear Dr. Mann:

In accordance with your instructions I submit herewith our final report on the organization and conduct of the War Issues Course both in the vocational and collegiate sections of the Students' Army Training Corps.

I have tried in the report to give the credit which is due to the members of our organization for their loyal work in the task on which we were engaged, but it is impossible in such limits to do justice to the efforts of the wide circle of men in Washington, in our district offices, and in educational institutions throughout the country, whose hearty and intelligent co-operation gave the course whatever value it may have had.

Yours sincerely,

FRANK AYDELOTTE,  
Director War Issues Course.



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## INTRODUCTION

**T**HE pages which follow tell the story of one activity of the Committee on Education and Special Training which was closely connected both with the Vocational and Collegiate sections. This is the course on the Issues of the War which began in July 1918, in the National Army Training Detachments (as the Vocational Section was then called) and which was extended to the Collegiate Section when that was started in September.

The purpose of this course was to build up the morale of the soldiers who were being trained under the direction of the Committee by giving them an idea of what the war was about and of the reasons for our participation in it. As planned and conducted by the Committee, the course was not so much a statement in propaganda form of the official reasons for our participation in the war as an attempt to provide the men with a basis of the facts upon which our cause rested and a further attempt to induce them to form their own opinions by discussion. Lecturers were not told what to say nor were men told what to think. These methods were chosen as being best suited to a democratic army fighting for a cause which was typified by their own free institutions.

In the National Army Training Detachments (or vocational section) the course of training extended over eight weeks and the War Aims Course consisted of eight lectures. In the collegiate section, where the course of training was planned to extend from three months to two years, the Course on the Issues of the War came three times a week with corresponding time for study. A tabulation of the number of instructors and men in the two sections of the course is as follows:

### (1) VOCATIONAL SECTION (July 1 to Dec. 15)

Number of institutions giving the course.....	150
Number of instructors engaged.....	250
Number of enlisted men receiving the course.....	128,000
Number of District Directors.....	4

### (2) COLLEGIATE SECTION (Oct. 1 to Dec. 21)

Number of institutions giving the course.....	540
Number of instructors engaged.....	2,500
Number of enlisted men receiving the course.....	125,000
Number of District Directors.....	12





## I. ORIGIN

Plans for some kind of a course on the meaning of the war, designed to enhance the morale of the soldiers being trained under the direction of the Committee, by giving them some understanding of the cause for which we were fighting, had been under discussion since about the first of March, 1918. When it was first suggested to me that I should join the committee in Washington, I proposed some such plan to Dr. Mann and Colonel Clark, and undertook to come to Washington to work it out. My first intention was to arrive on May 1, but it turned out to be impossible for me to get away until the first of June. Mr. Leland Olds, who was to be my assistant, began work on the first of May.

Meanwhile the Vocational Training Detachments were started in many institutions on April 15th, and Mr. E. D. McDonald, who was Professor of English at Wentworth Institute in Boston, conceived the idea on his own account of offering such a course to the Special Training Detachment there. He spoke to me about the matter and I realized at once that this would be an experiment which might be turned to account in convincing the Committee of the desirability of such a course and in determining the methods by which it should be worked out. I discussed Mr. McDonald's plans with him and at his invitation gave one lecture in the course. At my suggestion he asked the men to write out, without signing their papers, the questions which puzzled them most, and again at my suggestion, he asked the soldiers at the end of their course to say what value they thought the training had had for them.

These questions and opinions we gathered together about the second week in June. I brought them down to Washington, Saturday, June 15th, and went over them with Dr. Mann and other members of the Advisory Board early that morning, again with General Rees at eleven, again with Secretary Keppel and Colonel Conway and Colonel Curry of the War College at twelve. The result was to convince the Committee of the value of such work, and the next week the course was ordered installed in all Vocational Training Detachments. On July 1st, Mr. McDonald came to Washington to act as my assistant in organizing and directing the work.

## II. PURPOSE AND METHODS

The purpose of the work was to enhance the morale of the soldiers under training, but it was never conceived by us as a purely propaganda course. Our attempt from the very start was to lead the men to formulate their own opinions by discussion, rather than to furnish them with opinions ready made. We placed the greatest emphasis on the opportunity for questions from the very beginning of the work, and insisted that lecturers should invite such

questions at every meeting of the class—believing this to be the most effective of all methods for producing conviction.

We consciously tried to make the course a presentation of facts rather than merely an emotional appeal. We did not wish to rule out eloquent speaking, but we had the greatest distrust of sham eloquence, feeling that nothing would go so far to discredit our cause as mere denunciation of the enemy unsupported by facts.

We tried to place the emphasis on the positive side, the ideals of democracy and freedom for which we were fighting, rather than on the merely negative aspects—hatred of the Germans and of their barbarous methods of warfare. Stories of atrocities seemed curiously unconvincing to American soldiers and our men seemed to us to respond much more readily to the positive and idealistic aspects of our cause.

The War Aims Course in the Vocational Training Detachments was intended to constitute, and really did constitute, a liberal element in the vocational training. Its purpose was to show the men why they should fight, the meaning of the war in which they were engaged, in a way strictly analogous to the purpose of philosophy and liberal studies, which are intended to assist a man in working out the meaning of his life and the nature of the world in which he lives. When the course on the Issues of the War was organized in the Collegiate Section, there was more opportunity for working out this liberal aim. The military requirements in the Collegiate Section were so large that small attention could have been paid to distinctly liberal studies, had not the Committee insisted on devoting so much time to the War Issues Course. This action was based on the belief that in spite of the very large mechanical and technical elements in modern warfare, the vocation of the soldier has not ceased and should not cease to be a liberal profession.

Perhaps no statement of this aim could be better than that made by Dean Woodbridge in an article in the Columbia Alumni News, November 15, 1918:

“While the immediate aim of the course is to make clear what the issues of the war are, the means to this end involve a study of the historical and economic causes of the war, the different points of view of the nations as expressed in their governments and social institutions, and their different points of view as expressed in their philosophies and literatures.

“It is not surprising, therefore, that those who have had to do with this course are beginning to ask themselves if it does not constitute the elements of a liberal education for the youth of today. Born of the consciousness that a democracy needs to know what it is fighting for, it has awakened a consciousness of what we, as a people, need to know if our part in the world of today is to be intelligent, sympathetic, and liberal. In the past, education was liberalized by means of the classical tradition. It afforded for educated

men a common background of ideas and commonly understood standards of judgment. For the present that tradition no longer suffices. If education is to be liberalized again, if our youth are to be freed from a confusion of ideas and standards, no other means looks so attractive as a common knowledge of what the present world of human affairs really is. The war has revealed that world with the impelling clearness which tragedy alone seems able to attain. That our student soldiers may see the issues, is of immediate consequence. But the war and its issues will be the absorbing theme of generations to come. To the thoughtful, therefore, the course affords the opportunity to introduce into our education a liberalizing force which will give to the generations to come a common background of ideas and commonly understood standards of judgment."

### III. ORGANIZATION OF THE COURSE

#### VOCATIONAL SECTION

The Vocational Training Course was eight weeks long and the War Aims Lectures came once a week. Our outline of the ground to be covered in these eight lectures was as follows:

1. The present situation on the various fighting fronts; conditions in Russia, Germany, France, and England; the shipping situation; race for man power, etc.
2. Meaning of autocracy and of democracy; brief summary of events leading up to the War in 1914, and the reasons for our entering it in 1917.
3. Germany—her government, character, national aspirations and ideals.
- 4-7. The same for Austria, France (including the question of Alsace-Lorraine), Great Britain (including the self-governing colonies, Ireland, India and Egypt), Italy, and the Balkans.
8. What we are fighting for; what, according to President Wilson's state papers, are the necessary conditions of a satisfactory peace; and what we must accomplish before peace can be made.

We did not insist on slavish uniformity of subject matter, but we found in practice that most lecturers stuck pretty closely to this program. We did not send out a detailed syllabus which we required lecturers to follow, but rather left them to make their own outlines on the basis of our general instructions.

We sent to all our lecturers the publications of the Committee on Public Information which included Harding's "Topical Outline for the Study of the War," and we sent in addition Hoskins' "Preliminaries of the World Conflict," and a syllabus of six lectures on the war which had been originally prepared by the National Board for Historical Service for the use of the Commission on Training Camp Activities. We later sent to all the Vocational Sections the Strategic Map of Central Europe prepared by the War College in 1917. This map, while useful for some purposes, was not adequate to the needs of the course, and it proved difficult even for the institutions which

were willing to buy maps to find what they wanted in the market. The map question was never adequately solved until we secured in December, 1918, the series of maps of problem areas which had been prepared by the American Geographical Society for the House Inquiry. Even these would have needed to be supplemented had the course gone on through the academic year 1918-19.

As far as methods of teaching were concerned our instructions may be summed up in one paragraph from the letter of June 21st.

"The instructors should be men who have made a careful study of the issues of the war; they should be men of attractive personality, and eminently skillful and successful teachers. They should be not merely good lecturers, but also men who are patient and successful in getting their classes to ask questions. The success of the work will depend mainly not on presenting a cut-and-dried body of facts, but upon making these facts answer convincingly the questions in the minds of the soldiers—even though these questions may seem in some cases trivial or irrelevant. A dogmatic presentation of the material would be fatal to the success of the work; on the contrary the attitude of the instructor should be fair and patient; his aim should be to present facts rather than propaganda, resting our cause upon its solid basis of truth and justice. It need not be pointed out that the instructors who are doing this work must have the power of presenting their ideas in simple and easily understood terms."

All our later instructions were simply amplifications of that paragraph, and I think it fair to say that our District Directors found that those instructors who lectured in that spirit were successful, while those who did not, for the most part, failed. There were very few of the latter sort. We found the men who were giving the lectures extraordinarily willing to co-operate, to receive suggestions, and to put their best into the work.

#### IV. DEVELOPMENT OF THE COURSE

##### VOCATIONAL SECTION

A letter ordering the course as an integral part of the work of all Vocational Detachments was sent out June 21, 1918. Since contracts were already signed and in force, a rider was prepared for each contract allowing compensation of an additional 1½ cents per man per day to pay the cost of this instruction. Institutions were asked to pay each instructor a minimum of \$5.00 per hour for a class of not more than fifty men, and no instructor was allowed to conduct more than ten such classes per week. Institutions were asked to secure at once the number of instructors which they needed and to report their names by telegraph to the Committee.

The date fixed for beginning the course was July 15th, but those institutions which were ready were allowed to begin July 1st, or any date between.

A large number of institutions began their courses before the 15th of July; a small number started them later.

The War Aims Course was considered a part of the military rather than of the technical instruction. The War Aims instructors were asked to work in closest co-operation with the military authorities, and the evidence indicates that this co-operation was very cordial on both sides. The time for the course was taken out of the time ordinarily devoted to drill.

Preliminary instructions to the men giving the War Aims Course were issued June 27th and sent to instructors as fast as they were appointed.

For the purpose of inspection four District Directors were appointed early in July. Their names and the districts which they covered were as follows:

Districts 1, 2 and 3 (Northeastern States)

Professor W. E. Hocking, Harvard University, Cambridge, Mass.

Districts 5 and 7 (Middle Western States)

Professor F. S. Bogardus, Indiana State Normal School, Terre Haute, Ind.

Districts 4 and 6 (Southern States)

Professor M. L. Bonham, Jr., Louisiana State University, Baton Rouge, La.

Districts 8, 9 and 10 (Pacific States and Texas)

Professor J. S. P. Tatlock, Stanford University, Cal.

These District Directors reported directly to Washington; they were on the road continuously during the months of July, August and September, and it was very largely due to their tactful and effective work that the course in the Vocational Detachments went so well.

Our theory of the work of the District Directors was that it was more important for the purpose of assisting the institutions to improve their work than for inspecting results already obtained. The form of report used by them involved the careful study of the work of each instructor. In most cases the Directors visited the classes and heard the instructors lecture. The result was to give us a very exact notion of the work of each of the 250 instructors. We maintained a large correspondence with these instructors throughout the whole course of the work, and it was our firm conviction that there was a great advantage in keeping them as closely as possible in touch with the Washington office.

We called our District Directors to Washington for a conference September 5, 6, 7, at which time the results of the work were canvassed in great detail. A statement on this subject will be found in a later section of the report.

On July 24th a circular letter was sent to all instructors in the War Aims Course asking that they have their students write out, without signing, a paper of questions on the war, asking frankly and fully about the things

which puzzled them most. The instructors were asked to sift out the most significant of these questions and to send them in typewritten form to Washington. The total number of questions received by us was between 40,000 and 50,000. We employed Professor Wallace Notestein to make a preliminary survey of these questions in order to select the ones which would be most useful as a guide to men giving the course. Professor Notestein made a selection of about 500 and began the work of preparing a list of references to the material which would answer them. After about a month Professor Notestein was compelled to leave the employ of the Committee and the work was carried on by Professor T. W. Riker, of the University of Texas. When Professor Riker was compelled to go back to Texas in October the task was continued by a number of historians at Columbia, and finally completed by the members of the National Board for Historical Service. Dr. Joseph Shafer, of the University of Oregon, and Professor Dana Munro, of Princeton, superintended the greater part of the work. The result was our Pamphlet C. e. 21, which aside from the interest of the questions, was very useful as a bibliography of the war.

## V. RESULTS

### VOCATIONAL SECTION

The course in the Vocational Section apparently held the interest of the men to a surprising extent. This is shown by the reports showing the number of questions which the men asked and the amount of discussion which took place in connection with the lectures. It is shown also by the things which the men said on various occasions about the course. Our information on all these topics was exceptionally full because of the fact that our District Directors visited the classes everywhere they went.

In addition to attracting the interest of the men, the course apparently had an important effect in enhancing morale; the men themselves have borne ample testimony to this fact, and the Commanding Officers have confirmed it. In August, the military department sent a circular letter to all Commanding Officers in the Vocational Detachments, asking them to answer three questions:

1. Does the War Aims Course hold the interest of the men?
2. Is the effect such as to enhance their morale?
3. In what respects is the course most effective and why?  
In what respects is it least effective and why?

Answers were received from Commanding Officers in 127 institutions: five were flatly opposed to the course, eight gave qualified approval, while one hundred and fourteen gave it wholehearted endorsement.



## VI. ORGANIZATION AND DEVELOPMENT OF THE COURSE

### COLLEGIATE SECTION

When the Collegiate Section of the Students Army Training Corps was organized it was at once decided to require the institutions to devote three hours a week to an expanded course on the Issues of the War. On September 10th a memorandum was issued giving general directions for this course and asking the colleges to report to the Committee the name of the professor placed in charge.

The Committee felt that the soldiers should know something about the historical and economic causes of the war, the problems of government which have played so important a part in it, and the national ideals of the various countries engaged in the struggle. The colleges were accordingly requested to organize a course combining the points of view of history, government, economics, philosophy, and modern literature. In a normal program the first three months were to be given to the historical and economic causes of the war, the second three months to the governments of the various countries engaged, and the third three months to an explanation of their national characteristics and ideals. The course was to be combined with the usual elementary course in English composition whenever possible, in order to economize time and to make the work of the course more effective by requiring students to write essays on the subjects which they were studying.

As in the Vocational Section, so in the Collegiate Section, the Committee refused to lay down a hard-and-fast outline for the course; instead the professors in charge in each institution received only general outlines and suggestive materials, such as McKinley's "Collected Materials for the Study of the War," on the basis of which they were asked to outline their course. They were requested to include the following points in the first term in whatever way it might be organized:

- (1) The Geography and Races of Europe with some particular consideration of the failure of national boundaries, as drawn before 1914, to correspond with national feeling (as in France, Italy, Poland, Austria-Hungary, and the Balkans).
- (2) The mineral and agricultural resources of the various countries.
- (3) Their systems of transportation.
- (4) Their trade relations with other parts of the world.
- (5) The struggle for colonial expansion.
- (6) The origin of the Prussian State and the German Empire.
- (7) The development of popular government in Great Britain and the evolution of the British Empire.
- (8) Recent events such as the reform in the House of Lords, Irish Home Rule, Prussian Electoral Reform, and the status of Alsace-Lorraine in the German Empire.

Had the course continued, similar suggestions would have been issued for the second and third terms.

A number of colleges, among them Columbia, University of Illinois, University of North Carolina, University of Missouri, and Clark, printed able and scholarly syllabi. These syllabi were in some instances widely distributed and undoubtedly did much to unify and make effective the War Issues Course in many institutions.

At the time of the signing of the Armistice the Committee was planning to provide an elaborate series of materials for the direction of the course in the Collegiate Section. A brief bibliography, C. e. 17, was issued in October. The pamphlet, "Questions on the Issues of the War," C. e. 21, was issued early in November. A bulletin announcing that the maps of problem areas prepared by the American Geographical Society for the House Inquiry would be made available for the War Issues Course, was issued November 8th. On October 15th the Committee entered into an agreement with the World Peace Foundation by which the Foundation was to finance the publication of a series of pamphlets, bibliographies, and syllabi on subjects connected with the War Issues Course, and the co-operation of various other outside agencies was secured. A summary list of these will be found in Section VIII below.

During the month of October the following men were appointed District Directors of the War Issues Course:

1. New England States,  
C. H. Moore, Harvard University.
2. New York and New Jersey,  
W. E. Hocking, Harvard University.
3. Pennsylvania, Maryland, Delaware, and District of Columbia,  
W. E. Lingelbach, University of Pennsylvania.
4. Virginia, North Carolina, South Carolina, Georgia, and Florida,  
J. G. de R. Hamilton, University of North Carolina.
5. Kentucky, Tennessee, Alabama, Mississippi,  
M. L. Bonham, Jr., Louisiana State University.
6. Ohio, Indiana, and West Virginia,  
F. S. Bogardus, Indiana State Normal School.
7. Michigan, Wisconsin, and Illinois,  
J. H. Tufts, University of Chicago.
8. Iowa, Minnesota, North Dakota, South Dakota, and Nebraska,  
J. S. Young, University of Minnesota.
9. Missouri, Kansas, Colorado, and Wyoming,  
G. H. Mead, University of Chicago.
10. Texas, Oklahoma, Arkansas, and Louisiana,  
R. P. Brooks, University of Georgia.

11. California, Nevada, Utah, New Mexico and Arizona,  
J. S. P. Tatlock, Leland Stanford University.
12. Montana, Washington, Oregon, and Idaho,  
E. E. Robinson, Leland Stanford University.

The Director of the War Issues Course held meetings with the newly appointed District Directors at the conferences in New York, Chicago, and Kansas City, October 15th, 17th, and 21st. These were followed by an instruction bulletin, C. e. 20, issued October 25th. The report form provided for District Directors to use in describing the courses in the Collegiate Section was so arranged as to place the emphasis on the course rather than on the men who were giving it. Reports were made on nearly all the institutions which maintained units of the Students Army Training Corps. A summary of these will be found in Section VIII.

## VII. RESULTS

### COLLEGIATE SECTION

It is more difficult to estimate the results of the War Issues Course in the Collegiate Section. During the time that the course was in operation, the District Directors were more occupied in discussing the plans for it with the different professors in charge than in attempting to estimate the results. The epidemic of influenza and the confusion incident to the beginning of the Students Army Training Corps prevented the men from doing a very large amount of work. However, in their summary reports of the War Issues Course, the District Directors stressed particularly the following points:

#### THE WAR ISSUES COURSES AS A LIBERAL STUDY

1. The War Issues Course was designed in part to take the place and perform the function in the S. A. T. C. curricula of the humanistic studies. There is good reason for believing that the course would successfully have performed this function. Even though in operation but a short time there is evidence to show that the course had made many friends in its "character as a concrete center for various abstract disciplines, such as politics, philosophy, and letters." Especially was this true in the technical and professional schools. Here the War Issues Course, because of its broad content and aim, seemed to serve the purpose, which in the past has in many cases been poorly served by the specialized courses given without any regard to departmental co-operation.

#### CO-OPERATION BETWEEN DEPARTMENTS

2. Concerning this aspect of the course, about which critics were most doubtful, it is, on the basis of many reports, possible to speak with certainty. Many persons felt that active co-operation between departments could not

be secured, but this skepticism was not justified. In an overwhelming majority of institutions the different departments found it possible to work together in organizing the course and the Committee has had directly and through its representatives many expressions of approval of this feature of the plan. This practice in departmental co-operation will form an important precedent for further enterprises of the same kind.

#### WILLINGNESS TO ACCEPT DIRECTION

3. The District Directors are unanimous in feeling that their efforts to give to the colleges intelligent and useful assistance were almost everywhere received graciously and appreciatively. This is expressed very well in a quotation taken from one of the summary reports, "The outstanding impression in my mind on the willingness of the colleges to accept suggestions is the endless appetite everywhere for direction and for suggestion which could be used at least as something to depart from."

#### IMPROVEMENT IN EQUIPMENT

4. The requirement of the War Issues Course with regard to equipment, such as books, pamphlets, maps, etc., was rather heavy. Many of the institutions were poorly equipped with maps and many had an insufficient supply of books. There is, however, every reason to believe that practically all of the institutions made an earnest effort to secure the necessary equipment for the successful conduct of the War Issues Course. The result is that many of these schools are now better equipped for work in history and economics than ever before, and the grade of their instruction should accordingly be raised.

#### CONTINUATION OF THE COURSE

5. Another result of the course appears to be the important fact that between 200 and 300 institutions have decided to continue the work at least during the remainder of this year, making a comparative study of governments, considering the issues of the Peace Conference and the problems of reconstruction. It can hardly be denied that there is a very important need for instruction in the many new problems, both national and international, which concern our country as the result of our participation in the war, and it seems clear that the War Issues Course has done something toward giving the colleges a livelier realization of that need.

### VIII. CO-OPERATION WITH OUTSIDE AGENCIES

Our consistent policy in the development of the War Issues Course was to enlist the co-operation of private agencies in providing materials wherever possible, rather than to issue official text-books or outlines ourselves. We steadfastly refused to select any official text-books for the course, and

endeavored instead to induce publishers to provide books in the ordinary way from which the colleges could select. We tried to take advantage of every other agency which might assist in providing materials for the course, and by the time the Armistice was signed we had succeeded in interesting a large number of such agencies in the work.

Almost all the leading publishers had planned to bring out text-books for the work, and some twelve or fifteen were in preparation by the time the Armistice was signed. Four of these which were planned for the second term have been produced in spite of the demobilization of the Students Army Training Corps. About a dozen other books, which have been planned for the third term, will probably be given up.

The National Board for Historical Service has rendered us important assistance throughout the whole course of the work in advising us as to personnel, preparing for us bibliographies and syllabi, and in giving us in every way possible the benefit of the best historical advice to be found in the country. The Board is planning to continue its services for such colleges as wish them, in co-operation with the World Peace Foundation, as explained in Section X below.

The World Peace Foundation undertook to finance for us a series of pamphlets and bibliographies designed to supplement the books issued by commercial publishers. Some of these pamphlets were already in preparation at the time that it was decided to demobilize the Students' Army Training Corps, but the series will be continued if it appears that enough colleges will use the pamphlets to make the publication worth while. When the Committee on Public Information closed its domestic activities after the signing of the Armistice they turned over to us the entire remaining stock of their publications. These are being distributed for us by the World Peace Foundation to educational institutions with no charge except for carriage.

The American Geographical Society generously undertook to supply to colleges the series of maps prepared for delegates to the Peace Conference at a price which barely covered the cost of paper, printing, and carriage. These maps will still be available for institutions or individuals on the same terms—i. e. twelve dollars for the entire set.

The Carnegie Endowment for International Peace, the American Association for International Conciliation, the League to Enforce Peace, and the National Security League have all supplied us with such of their publications as seemed likely to be of assistance to instructors in the course. Through an arrangement with the National Board for Historical Service we secured also 500 copies each of 20 or 25 pamphlets handled by the Belgian and British Commissions which were distributed to the institutions having units of the Students Army Training Corps.

The Historical Outlook, formerly known as the History Teachers' Magazine, published by the McKinley Publishing Company in Philadelphia, kindly offered us the use of their columns for the publication of bulletins and articles connected with the course.

## IX. FUTURE OF THE COURSE

The information which has been received by the Committee indicates that a large number of institutions will continue to give courses of the same general character as the War Issues Course, dealing with the war, the Peace Conference and the Problems of Reconstruction. Our bulletin C. e. 24, which will be found in the Appendix, gives in detail the facilities provided for these courses. There seems to be, at this time, a great need for instruction of this character. The United States is facing a large number of new problems, both national and international, growing out of our participation in the war. It is absolutely necessary that the colleges train their students to deal with these problems, if we are to meet adequately the demands which will be made upon us as a world power in the future.

## X. OTHER ACTIVITIES OF THIS DEPARTMENT

Aside from the War Issues Course, certain other activities, bearing on the matter of morale, have fallen under the jurisdiction of this department. A brief account of these activities follows:

1. Shortly after the organization of the Collegiate Section of the Students Army Training Corps, the Commission on Training Camp Activities detailed Professor Peter W. Dykema, Professor of Music, University of Wisconsin, to the task of developing group singing, both in Vocational and Collegiate units of the Students Army Training Corps. Professor Dykema held some twenty-five or thirty conferences of song leaders in various parts of the country during the months of October, November and December, and was preparing an elaborate district organization to follow up these conferences when the Students Army Training Corps was demobilized. Bulletins C. e. 15 and C. e. 16 described the arrangements which were made for this work.

2. By arrangement with the Commission on Training Camp Activities the lectures and moving picture films on Social Hygiene which were prepared for the National Army Cantonments were made available for the units of the Students Army Training Corps. Captain R. R. Long had charge of this work, and the lectures had been given and the films shown in a large number of our units before the Students Army Training Corps was demobilized.



3. The Home Service Department of the Red Cross, which has made an important contribution to the morale of our armies by giving the men some idea of the organization which existed for taking care of the families of soldiers in the case of accident or distress, asked our permission to give their lectures to units of the Students Army Training Corps. The purpose of these lectures in our units was largely to prepare the men for their work as officers by giving them information which they might need to pass on to soldiers under their command. These lectures seemed a proper and important part of the training of an officer and we had accordingly encouraged the Red Cross to give them.

4. After the formation of the Morale Division under the command of General Munson, the Director of the War Issues Course was designated as liaison officer from this Committee. A number of consultations were held to discuss the plans of the Morale Division, but the doubt concerning the future of the Committee made it seem unwise for us to undertake any work for the division.

5. A modest paper or journal entitled "The Fighting Mechanic," was published for some months by this office. The purpose of the paper, as its name indicates, was to publish or circulate certain matters of interest concerning the vocational work. It was intended to build up the morale of the various institutions by circulating the best ideas and by making public some of the remarkable achievements along new lines which had been made by various schools. In all, seven issues of the paper were printed.



## **APPENDICES**



## APPENDIX A

### WAR DEPARTMENT COMMITTEE ON EDUCATION AND SPECIAL TRAINING Section of Training and Instruction Branch War Plans Division, General Staff Old Land Office Building, 8th and F Streets

C.e. 1

Washington, June 21, 1918.

FROM: Committee on Education and Special Training.  
TO: Institutions where Training Detachments are located.  
SUBJECT: Development of Morale.

1. The Committee on Education and Special Training of the War Department has decided to include, as an integral part of the training now being conducted for mechanics, a course of eight lectures for each class, on the issues of the war and the international situation. The purpose of these lectures is to enhance the morale of the soldiers under training by giving them an idea of what the war is about and of the supreme importance to our democracy of the cause for which we are fighting. An experimental course of this nature given during the past eight weeks at the Wentworth Institute in Boston has demonstrated that such work properly conducted has the greatest value in giving the men enthusiasm for our cause and in making them increasingly eager to do their part to win the war—in other words, in building up their morale.

2. The Committee is prepared to give the schools a moderate remuneration for this added work, and feels the importance of having it conducted according to a uniform plan, which is outlined in the following paragraphs.

#### INSTRUCTORS

3. Each school is asked to nominate at once an instructor (or more than one if the number of students requires) to conduct this work. The work should be conducted as a part of the regular program of instruction, in classes of not more than fifty men each, and no one instructor should hold more than ten such classes per week. Each class should meet once a week and should be held by the same man during the eight weeks allowed for the course in order that he may have the opportunity to become as well acquainted with the students as possible. Furthermore each instructor should set apart some regular time, preferably in the evening at the barracks, when the men can consult him individually about matters which have puzzled them.

The instructors should be men who have made careful study of the issues of the war; they should be men of attractive personality, and eminently

skillful and successful teachers. They should be not merely good lecturers, but also men who are patient and tactful in getting their classes to ask questions. The success of the work will depend mainly not on presenting a cut-and-dried body of facts, but upon making these facts answer convincingly the questions in the minds of the soldiers—even though these questions may seem in some cases trivial or irrelevant. A dogmatic presentation of the material would be fatal to the success of the work; on the contrary the attitude of the instructor should be fair and patient; his aim should be to present facts rather than propaganda, resting our cause upon its solid basis of truth and justice. It need not be pointed out that the instructors who are doing this work must have the power of presenting their ideas in simple and easily understood terms.

The instructors should be men who will engage in this work not primarily for the sake of remuneration, but first of all because it is an opportunity for patriotic service of the highest importance.

#### CONTENT OF COURSE

4. The lectures should cover the events leading up to the outbreak of the war in August, 1914, the events which compelled the United States to enter it in 1917, the forms of government, character and national aspirations of the countries against which we are fighting—Germany and Austria—and of the nations which are fighting on our side—especially France, Great Britain, the self-governing English Colonies, and Italy. There should be abundant opportunity in every class for the soldiers to ask questions, and the lecturer should make the painstaking answering of these questions his first duty.

A syllabus will be prepared and sent to the instructors in charge of the work together with a collection of material issued by the Committee on Public Information and other agencies to supply them with facts in convenient form. This syllabus will be issued in preliminary form and sent to instructors before the date set for the starting of the work in each school. But so much importance is attached to the questions which the soldiers ask that this syllabus will not be issued in final form until after the work is started and after the Committee has had the opportunity to collect from instructors and to analyze some thousands of questions asked by soldiers about the issues involved.

In order to secure uniformity of method the instructors nominated by the various institutions will be asked to meet at a central point in each district, the Committee paying their traveling expenses, for preliminary conference with a representative of the Committee on the methods to be employed. Furthermore, supervisors in the employ of the Committee will visit all schools to inspect the work and to give and receive suggestions for the more efficient conduct of it.



**COMPENSATION**

5. In payment for the instruction schools will be asked to allow each instructor a minimum of \$5.00 per hour for a class of not more than 50 men, no instructor, as was said before, to conduct more than ten such classes per week. To defray this expense schools will receive an allotment of  $1\frac{1}{2}$  cents per man per day in addition to their contract price.

**NOMINATION OF INSTRUCTORS**

6. Immediately upon receipt of this letter schools are asked to report to the Director of War Aims Course of the Committee by telegraph the names and addresses of instructors nominated to do this work. In cases where schools have difficulty in finding a suitable instructor, the Committee is prepared to assist them. The date at which the work will begin in the various institutions will be July 15th or earlier where possible.

By order of the Committee.

Grenville Clark, Major, A. G. O., Secretary.

C. e. 2.

**WAR DEPARTMENT**  
**COMMITTEE ON EDUCATION AND SPECIAL TRAINING**  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building, 8th and F Streets

Washington, June 27, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Instructors in Course on War Aims to be given Training Detachments.  
**SUBJECT:** Preliminary Instructions.

**DATE OF BEGINNING**

1. The Committee desires that the work should begin before July 15th wherever possible. Schools which can begin before July 15th should notify the Committee of the date on which work can be started and special authorization will be sent.

**GROUND TO BE COVERED**

2. Lectures should cover the following topics though it is not necessary that they be treated in the exact order here given:

a. The present situation on the various fighting fronts: conditions in Russia, Germany, France and England; the shipping situation, race for man power, etc.

b. Meaning of autocracy and of democracy, brief summary of events leading up to the war in 1914, and the reasons for our entering it in 1917.

c. Germany—her government, character, national aspirations and ideals.

d, e, f, g. The same for Austria, France (including the question of Alsace-Lorraine), Great Britain (including the self-governing colonies, Ireland, India and Egypt), Italy and the Balkans.

h. What we are fighting for; what, according to President Wilson's state papers, are the necessary conditions of a satisfactory peace; and what we must accomplish before peace can be made.

There are many other questions which would have a proper place in this course. Among these are the problem of Poland, the question of Japanese intervention in Russia, and the matter of defining the large number of new words which have been brought into use by the war. The Committee, however, wishes to warn instructors not to attempt to include too much. It is better to cover a smaller field clearly than to confuse the men by the rapid discussion of too many different issues. If anything were to be added to the outline given above, it might be the suggestion that a few minutes be taken in each lecture for comment on the news of the week, or the reading of some good editorial on a question related to the war.

**MATERIALS AND SYLLABI**

3. A package containing all the publications of the Committee on Public Information goes to instructors at the same time as this letter. Among these publications will be found Harding's "Topical Outline for the Study of the Great War." Hoskins' "Preliminaries of the World Conflict" is also being sent by the Committee, and it will probably be possible for us to send a series of outline talks prepared by the National Board for Historical Service for the use of the Commission on Training Camp Activities.

With this excellent material already available it would seem to be an unnecessary duplication of effort to prepare a special syllabus for this course, and that will not be done unless experience shows that the peculiar conditions of this work demand it. At present instructors are asked to outline their own courses covering substantially the ground indicated in paragraph 2 of this letter, making use of the material supplied by the Committee and any other which they may find of value. Each instructor is at liberty to work out the problem in the way that seems best to him. An attempt will be made to collect the results from the various schools and make those ideas which have worked best available for use everywhere.

**QUESTIONS**

4. The Committee feels the importance, as stated in the letter of June 21st, of conducting the work in terms of the questions which arise in the minds of the soldiers. To this end instructors should give an opportunity every hour for the asking of questions and should make every effort to answer these questions in a painstaking, convincing manner.

In the experimental course which was given at Wentworth Institute, Boston, the men were asked, after the work had been going for two or three weeks, to write out in class the questions which puzzled them most in regard to the war. They were told not to sign the paper in order that they might feel free to ask anything they liked. Copies of 26 of these questions are enclosed with this letter in order to give instructors an idea of what they may expect.

As stated in the letter to the schools of June 21st, instructors are requested to set apart a definite time each week, preferably in the evening at the barracks, when men can consult them individually. Instructors are urged to make every effort to get the men to take advantage of this opportunity. Everything which brings the instructor into direct personal relations with his students will make for the success of the work.

**RESULTS DESIRED**

5. The aim of the course is the enhancement of the morale of the soldiers. This aim will probably best be achieved if the word "morale" is never mentioned. It is the belief of the Committee that if the men get a clear idea of

the fundamental issues of the war they will feel themselves the necessity of winning it, and the duty of each man to do his part. At the close of the experimental course before referred to, the men were asked to write, without signing, a statement as to whether they felt the course had been of any value to them and why. Copies of 20 characteristic statements are enclosed in this letter in order to give instructors an idea of the possibilities of the work.

#### CONFERENCE OF INSTRUCTORS

6. About the middle of July instructors in each district will be asked to meet at some central point, the government paying traveling expenses, for one day's conference on the work and the methods to be employed. Notice of the date and place of this conference will be sent a few days in advance.<sup>1</sup>

#### CO-OPERATION WITH MILITARY AUTHORITIES

7. The instructors in each school will consult the Commanding Officer in charge of the detachment about the arrangements for the course and the hours at which the lectures are to be held, and will work in closest co-operation with him. This is essential as a matter of military administration and in view of the fact that this course is to be considered a part of the military instruction. Furthermore the military officers are in a position to give useful hints and suggestions and to do a great deal on their own account to further the success of the work.

By order of the Committee.

Frank Aydelotte,

Director of War Aims Course.

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<sup>1</sup>These conferences were not held. We found by the middle of July that the course was already under way in so many places as to make it seem inadvisable to interrupt the work.

WAR DEPARTMENT  
COMMITTEE ON EDUCATION AND SPECIAL TRAINING  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, July 27, 1918.

At the beginning of a course of lectures on the causes of the war and the international situation given at the Wentworth Institute to a Training Detachment of mechanics for the National Army, the men were asked to write out (without signing) the questions on the war which they most wished to have answered. The following 26 represent those questions which were most frequently asked:

1. Has England used any Englishmen other than officers in the war?  
(This question was asked in various forms.)
2. Has England as many troops in France as she has in Ireland?
3. Was not the English navy as great a menace as the German army?
4. Is it not true that France has always been the most militant nation in Europe?
5. Did not France violate the neutrality of Belgium before Germany did?
6. Why is it that Germany has always been on the offensive on the western front?
7. What is the difference between the submarine blockade and the English blockade?
8. Why is the submarine, even as used by Germany, not as legitimate as floating mines?
9. What is the good of International Law?
10. Why was not the selling of munitions to France, England and Russia by American manufacturers a breach of American neutrality?
11. Why were American citizens allowed to sail on liners carrying contraband? (A very persistent question.)
12. Was not a German submarine justified in sinking the Lusitania after Americans had been warned not to sail on the vessel?
13. Is it true that we receive from Europe by cable only fifty-eight words daily?
14. Was not Germany's fear of Russia justified?
15. Who first used poisonous gas and where?
16. In what ways is England, which has a king, more democratic than Germany?
17. Did not practically all of the great scientific discoveries and inventions come from Germany?
18. What did President Wilson mean by his distinction between the German government and the German people?
19. Before the war were not German-made goods the best in the world?
20. What is meant by German "frightfulness?" "Kultur?"

21. Has it not always been the policy of the United States to avoid interference in European affairs? If so, what are the chief reasons this policy has not been followed?
22. Were not many of the European nations, especially England, jealous of Germany's industrial development and foreign trade?
23. Why are the Germans called Huns?
24. Is it really true that German submarines have sunk English hospital ships?
25. How do you know that the stories of German atrocities are true?
26. Were the seas really free before the war?

(At the end of eight weeks of lectures on the causes of the war and the international situation at the Wentworth Institute, the instructor, Mr. McDonald, at my suggestion, asked the men to write frankly what the course had been worth to them as soldiers. They were asked not to sign these papers so that they might feel free to express their frank opinion. The twenty papers following are characteristic of the whole 250, in that they emphasize the fact that the men did not know much about the causes of the war or the reasons why this country went into it. They illustrate further the very genuine interest which the men have in the subject and the way in which some understanding of it enhances their morale and makes them keener to become good soldiers. The grammar of these papers was not always good. We made an effort to preserve it in its pristine impurity, but were not very successful in resisting the insidious corrective influence of stenographers and compositors.—F. A.)

1.

We have been asked by Mr. MacDonald, of Wentworth Institute, to write our honest opinions about the history course we have been reviewing here at this school. For my own part I think it a very good thing. It tends to show a man more clearly what it is he is fighting for and why. I can honestly say I understand little points on which I was before at sea and which has caused me to be more satisfied with events as they are. I think if such courses were adopted in all schools of this sort it would do much good for all concerned.

2.

The lecture course at Wentworth Institute on the issues of the war is, in my opinion, very much worth while; first, because a great many people are ignorant of the true causes of the war, the main events, up to this day, and the probable effect on the world after peace is declared. Knowledge of these things can only be of benefit to the army which is on the side of right, whereas ignorance might help to cause dissatisfaction and a lessening of the vigor with which the war should be prosecuted.

3.

The English history talk we get here is very good, learns a fellow a whole lot about the war conditions, and is very interesting. I always look forward to Mr. McDonald's talk. Would like to have more of it.

## 4.

I consider this a very interesting study, it is very useful in military life as it enlightens one the reasons for which his country is at war, and also why he is fighting, it points out many facts that the average American does not know, thereby instilling much patriotism in him that would never have been known if it was not for the history lessons.

Frankly I knew very little about the cause of this war, and really did not know why I was going to fight when I enlisted, now I know and am thankful to the history teacher.

## 5.

I think history in the line of governments of different kinds is a very good course for the men going into the service and are already in the service, as I think every man had ought to know what kind of government we have and what this war means if we don't win in the end. And for one or two hours a week I think it is very good and interesting for every one.

## 6.

I think the history course is a very good one. An hour or two spent in this way gives a man a clear conception of what he is about when he enters the service. A great many do not even know what we are fighting about. There are no men here who have not had these facts laid before them, also a short history of the countries engaged in the war; I think dates are not as necessary as the relations that have existed between the countries and their feelings toward each other.

## 7.

The lectures given in this instruction on foreign history is to my best knowledge and belief a benefit to those who have the opportunity to hear them, as they are talked over considerable in the barracks at night and settle many arguments that arise.

## 8.

In regard to our course in history I wish to say that it is just the thing I have been wishing to be enlightned on as it brings things out more clearly, makes a fellow want to get "Over There" sooner because he knows what he is fighting for.

## 9.

I personally think the course which Mr. McDonald has started is a course which should be put in all military schools. There are a great many young men, myself included, who knew very little about the reasons for the starting of this war or a great many things which have taken place since its beginning. It is surely worth the time taken from other work as a soldier, or a citizen expecting to be a soldier, should not be ignorant of these facts. He ought to know why he is in this thing.

## 10.

It seems to me that for the single hour devoted to the history class in the Training Detachment at Wentworth Institute is too short a time out of the hours that are in other courses and I do not think it advisable to drop it altogether for these reasons.

I. The men going into the army go because its their duty and because we are at war with another country, not because most of them have any personal grievance against our enemy.

In these history talks it is brought to our attention that any grievance against our country is a personal grievance and gives the men more of a personal feeling in the war.

II. There are many foreigners in the army now who know very little of American history or anything of the different forms of government in other countries, and as they cannot read English this can be explained to them in a manner that they can understand and gives them a chance to realize how much better off they are here than in some other country with a more severe government, and will make better soldiers out of them for knowing these things.

## 11.

The course in history which is being given to the enlisted men is to my mind one of the most important features of our entire training here.

We have been extremely fortunate in having a man lecture to us who has the capacity to read and digest current events and then in simple form explain them to us. The explanation of the various forms of government of the different countries was clear and concise and it would take more time than anyone in the detachment could give to learn by reading, such matter as we have learned here. It is remarkable how the lecturer has condensed his great volume of reading and imparted the material things to us in such a short time as has been allotted for this work. The men are all interested in the course and profit materially from it.

In addition to the things we learn, a true spirit of patriotism is stirred up in us and makes our work as soldiers more interesting.

## 12.

In my opinion the course in history is not only very interesting but is very instructive. It gives one an idea of what this war is all about and also gives one an idea, and a very clear idea, of the governments of the different countries that are at war. While we are all patriotic, I believe that actually knowing what we are fighting for tends to increase our patriotism and I am sure that the course in history is doing a lot of good and under no circumstances should it be discontinued.



## 13.

I, a member of the Wentworth Institute Training Detachment, Boston, hereby express my opinion of the historical course: I think it is more than worth the time expended on it for the following reasons:

1. It tells us what we are fighting for, a thing that very few of us knew before.

2. As delivered by Mr. McDonald the lectures on history are (at least to me) as interesting as any part of the course.

3. It convinced me more than ever that we are fighting for a just cause, also giving me a lot of facts which I can use in debate with those who may be opposed to the Allied cause.

## 14.

I, a member of the training detachment located at Wentworth Institute, Boston, Mass., wish to express my opinion on the Modern History Course given at said Institute. Each class is given an hour once a week on a talk in history. I think that it is a very profitable hour. I have learned quite a lot from the talks regarding the war. Many things that I knew nothing about I have learned here, regarding the different methods of governing the people in Europe. I have been told of the aims of Germany, regarding world dominion, and I personally think that it has made many of us men realize how necessary it is for us all to give the very best that is in us, at all times, until finally the war will end, with victory for the allies. The submarine menace has been explained to us, and we have had it proven to us how it is wrong according to international law.

## 15.

Opinion of student as to importance of history course.

Think among the remarks heard regarding this course the most significant was the remark, "The only reason I would prefer some other day for guard duty is because I will miss that history class." Think most of the students feel the same way. All read the papers, but away from home more attention is paid to home news and less to special articles. A man at home would spend more time reading current events. A specialist on war articles could certainly take the student time very well in talks on past, present and future war events. Most important talk was the one on reasons for the war. Think most of the men and people in the country are ignorant of events leading up to the war.

## 16.

It is my personal feeling that the course of history which I have taken, in connection with my training at the Wentworth Institute, has been very interesting and has proven to be of marked educational value. While the time spent in the course has been limited, nevertheless it has opened our eyes to many vital points which we were unaware of.

I believe that the lectures have been given in all fairness yet what we have learned, will, I believe, make us realize that we have been especially fortunate to live in a free country like America.

17.

I, a member of this Institute, think that the course in modern history, which we have one hour a week, is most necessary for the boys who are training to go across to France.

We have more knowledge of the war and have been able to figure why we have got to lick the Huns. I am sorry that we did not have Mr. McDonald more as he has explained things that a lot of men have tried to do and failed.

18.

I believe a number of hours should be devoted to this course. First, it teaches why we have gone to war. When a soldier understands why he is fighting, he will make a better man.

The Russian disaster has taught what an ignorant army will do; officers were murdered, the army became a mob. Had the Russians known that they were helping to defeat their own cause, peace would have never been made with Germany.

Let our soldiers go into action knowing why we are at war, know that we are fighting for right, not might.

19.

The lectures which have been given here in German History and the Government of Germany by Mr. McDonald, I think have helped me to put all that I have into this war for democracy. He has shown clearly the different causes of this war and given us valuable information concerning the people of Germany, which ought to make every soldier that hears him fight 100 per cent better because of that information.

20.

The lectures which we have received from Mr. McDonald have been very interesting and it gives us an opportunity to learn what we are fighting for, and whom we are fighting against, which fills us with a greater ambition for the duty which we are about to perform for country and fellow citizens.

**WAR DEPARTMENT**  
**COMMITTEE ON EDUCATION AND SPECIAL TRAINING**  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, D. C., July 8, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Institutions where Training Detachments are located.  
**SUBJECT:** Announcement of names of District Directors, War Aims Course.

1. Because of the fact that the War Aims Course is already under way in many schools the preliminary conference of instructors in each district will not be held. To hold it would mean that the work in many institutions would be interrupted and that District Directors would be called away from urgent duties connected with the starting of the course.

2. The following men have been selected as district directors:

Districts 1, 2 and 3,  
Professor W. E. Hocking, Room 147, Widener Library, Cambridge, Mass.  
Districts 5 and 7,  
Professor F. S. Bogardus, Indiana State Normal School, Terre Haute, Ind.  
Districts 4 and 6,  
Professor M. L. Bonham, Jr., Louisiana State University, Baton Rouge, La.  
Districts 8, 9 and 10,  
Professor J. S. P. Tatlock, Stanford University, Cal.

3. In the course of the month from July 15th to August 15th, these District Directors will try to visit all the schools where our training detachments are located to inspect the course in War Aims and to learn from personal conversation with the commanding officers and instructors what methods have proved most effective in conducting the course. The most important part of the work of the District Directors is to put into general circulation those ideas which have proved most effective in the work in individual schools. It is the hope of the Committee that the heads of the different institutions, the instructors in the War Aims Course, and the Commanding Officers in charge will find it possible to co-operate with the District Directors of the War Aims Course so as to bring the work everywhere up to the highest possible level.

4. Schools which have found problems connected with the War Aims work which are particularly difficult or which press for an immediate solution should write the District Director asking him for an early visit.

By order of the Committee.

Frank Aydelotte,  
Director of War Aims Course.

C. e. 7.

**WAR DEPARTMENT**  
**COMMITTEE ON EDUCATION AND SPECIAL TRAINING**  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, July 24, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Instructors in War Aims Course.  
**SUBJECT:** Questions asked by soldiers as result of War Aim Lectures.

1. In the letters dated June 21 establishing the War Aims Course and June 27 outlining it, special attention was called to the desirability of conducting the course according to the question and answer method. The Committee asked that the soldiers be given every opportunity to ask questions and that instructors be appointed for the work who were patient and skillful in eliciting questions and who were prepared to answer them intelligently. A set of twenty-six typical questions asked by the men of the Special Training Detachment at Wentworth Institute, Boston, where the Experimental Course was given, accompanied the letter of June 27.

2. In many schools the War Aims Course has now been in operation for some time. The Committee, therefore, desires to receive not later than August 15 from the instructors in the course a first list of questions which the men have asked.

3. Instructors are asked during the week of August 5 to 10 to give each man an opportunity to write out all the questions about the war that are puzzling him and to which he seeks an answer. In order that the men may feel quite free to ask questions, they should be told not to sign their papers. In addition to these written questions, the instructors should send in all interesting questions that have been asked verbally in class.

4. To assist the Committee in handling this great amount of material and to make possible the immediate analysis and classification of it, instructors are urged:

(a) To give with every list of questions the name and locality of the school from which the list comes, and the names of the instructors in the War Aims Course.

(b) To send in only the most significant questions.

(c) To arrange so far as possible the questions according to subjects e. g., by listing those questions about America or any other country or important subject in one group.

(d) To have the questions typewritten.

5. In addition to the questions, the Committee will be glad to receive from the instructors in the War Aims Course a statement about the progress and effect of the course, and suggestions for its improvement. If these statements are sent in with the lists of questions, they should be written on separate sheets of paper.

Frank Aydelotte,  
Director of War Aims Course.

C. e. 9.

**WAR DEPARTMENT**  
**COMMITTEE ON EDUCATION AND SPECIAL TRAINING**  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, Aug. 12, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Institutions where Training Detachments are located.  
**SUBJECT:** Maps for War Aims Course.

1. The Committee has succeeded in obtaining a copy for each of our Training Detachments of the Strategic Map of Central Europe, prepared in the War College Division of the General Staff last year. This map is in four parts and measures about 60"x72". The use of it should add very much to the effectiveness of the War Aims Course.

2. Institutions are asked to arrange to have this map mounted so that it can be preserved intact for the use of successive detachments. The best mounting would probably be on a stiff frame of wood or wallboard approximately 5½'x6½'. In detachments where carpenters are being trained the soldiers can probably be employed in making this frame.

3. The maps are being mailed at the same time as this letter and detachments are asked to acknowledge their receipt to this office. If, after a reasonable time, the map has not been received, we should be notified to that effect.

4. For the information of individuals who may wish to secure extra copies of this map I may say that they can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at thirty cents each.

Frank Aydelotte,  
Director of War Aims Course.

WAR DEPARTMENT  
COMMITTEE ON EDUCATION AND SPECIAL TRAINING  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

C. e. 12.

**WAR DEPARTMENT**  
**COMMITTEE ON EDUCATION AND SPECIAL TRAINING**  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, September 10, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Institutions where Units of the Students Army Training Corps are located.  
**SUBJECT:** Course on the Issues of the War.

**NOTE:**—This Memorandum supersedes the tentative instructions on this subject dated August 27, 1918, and distributed at Fort Sheridan and Plattsburg. The only changes from the original Memorandum are contained in paragraphs 2, 6, 8 and 10, and these changes are not such as to disturb plans made on the basis of the original Memorandum.

**PURPOSE**

1. The Committee on Education and Special Training of the War Department has decided to include as an integral part of the work of all members of the Students Army Training Corps a course on the remote and immediate causes of the war and on the underlying conflict of points of view as expressed in the governments, philosophies and literatures of the various states on both sides of the struggle. The purpose of this course is to enhance the morale of the members of the Corps by giving them an understanding of what the war is about and of the supreme importance to civilization of the cause for which we are fighting.

**MODIFICATION OF EXISTING COURSES**

2. In a great many colleges and universities such courses have already been established and these courses can be continued with only such changes in content and organization as are necessary to make them conform to the requirements of the War Department and to the necessity for uniform training of officer material. The statement in the regulations of the Student Army Training Corps on this subject is as follows:

“The program of study in allied subjects must include a course on the underlying issues of the war. This may be planned as a special War Issues Course with a minimum of 3 class-room hours per week, with corresponding time for study, covering three terms; or the requirement may be met by a course or courses in history, government, economics, philosophy or modern literature where these courses are so planned as, in the opinion of the Educational Director, to accomplish substantially the same purpose.

“The Regional Director may empower colleges to excuse from this course: (1) Members of the S. A. T. C. who have had a similar course even though not identical in every detail, or (2) Members of the S. A. T. C. who have



already had at least two years of work of collegiate grade in an approved institution and who should be required to concentrate the whole of their time on advanced studies."

#### TIME

3. The course on the Issues of the War should occupy three class-room hours per week, with appropriate time for study, during nine months. It should be divided into units of three months each, each self-contained and complete as far as it goes, since some of the men may leave college at the end of three months and others at the end of six. Suggestions for the material for each of these three units of the course are contained in paragraph 6 below.

#### ORGANIZATION

4. The Committee recommends that the course on the Issues of the War be planned by men representing the points of view of history, government, economics, philosophy and modern literature, together with any other departments which the head of the institution may wish to associate with them. The course may be organized in any department or by any group of men whom the head of the institution considers suitable to give it. It is not necessary that any particular departments be formally represented in the group of men giving the course, but only that these various points of view enter into it. This is a war of ideas, and the Committee desires that the course should, in so far as the limited time allows, give to the members of the Corps some understanding of the view of life and of society which they are called upon to defend and of that view against which we are fighting. The policy of the Committee is to give each institution entire freedom in working out the problem, reserving only the right to approve or disapprove of the solution.

#### COMBINATION WITH ENGLISH COMPOSITION

5. The course on the Issues of the War may be combined with the course in English Composition in institutions where that is considered feasible. The Committee recommends this, but does not wish to make it a requirement. In case such combination is made, care should be taken that the various points of view mentioned in the foregoing paragraph are represented in the work, preferably by calling on men from various other departments to assist in planning and in giving the course. It is obvious that written work connected with the subject-matter here outlined would serve the double purpose of giving the men training in English Composition and of making them think out more carefully the problems of the course on the Issues of the War. Suggestions for the type of composition work which should be given in this combination course will shortly be issued by the Committee.

## CONTENT

6. In order to achieve the end which has just been outlined the course should cover the events leading up to the outbreak of the war in August, 1914, the occasion of our entrance into it in 1917, and what, according to President Wilson's State papers, are the necessary conditions for a satisfactory peace; the remoter causes as shown by the development of political and economic rivalry between European States during the 19th century; and the conflicts of points of view as expressed in the governments, philosophies and literatures of the various states on both sides of the struggle.

For the three-part division of the course suggested in paragraph 3 above, and made necessary by the fact that the soldiers may be called from the colleges into field service at varying times, the Committee suggests that the first three months be devoted mainly to the historical and economic causes of the war; the second three months to the study of the points of view of the various nations engaged, as expressed in their governments and social institutions; and the third three months to the study of their points of view as expressed in their philosophies and literatures. By some consideration, in the second unit of the course, of the philosophy of government underlying the institutions of each country, the second term's work may be effectively tied up with the work of the third term. This arrangement of the material is only suggestive. An alternative arrangement, perhaps harder to administer but possessing many advantages, would be to devote the first term to the Central Powers, the second term to the Allies, and the third term to the United States, considering each group of countries from all the points of view mentioned above. In any arrangement of the course it will probably be found advisable to begin with some general lectures on geography and on the part which the various countries are playing in the war at the present moment.

The Committee will not issue a hard and fast syllabus for the conduct of the course week by week, but will leave it to the various institutions to form their own plans and choose their own texts. Student soldiers will be required to buy text-books for use in the work in exactly the same way as civilians. Each educational institution is left to decide whether the historical, literary, economic and philosophical aspects of the course shall be conducted by different men in rotation, or whether the same instructors shall teach all parts of it. In any case the best men available in these various fields in each institution should be consulted in planning it.

## OPPORTUNITY FOR QUESTIONS

7. The course should offer abundant opportunity for questions and discussion. This opportunity may be obtained either by conducting it in small sections of from 25 to 30 men each, or by large lectures with smaller sections

or individual conferences for fuller discussion. The latter plan would make it possible for all the soldiers to have the advantage of hearing the strongest lecturers.

#### MATERIALS

8. From its experience in conducting a briefer course of this type in about 150 Training Detachments of the National Army during the last few months, the Committee has collected certain materials which will be placed at the disposal of professors and instructors who are giving the course in units of the Students Army Training Corps. These materials consist of:

(1) A selection from some thousands of questions on the war asked by soldiers in the Training Detachments, representing the doubts and difficulties which present themselves to the average man. These questions will be printed in pamphlet form, with reference to the sources of information which will answer them. This pamphlet will be sent in a few weeks to all instructors giving the course. While it would be futile for any instructor to attempt to deal with all of these questions in his lectures, it is believed that the study of them will give him an idea of the difficulties in the minds of the members of his class.

(2) A brief bibliography of books which have been found useful in giving this work and which should be provided in every college library will also be sent to each institution about October 1st.

(3) A selection of the most important publications of the Committee on Public Information will be supplied free of charge to instructors in this course who send a request to the Committee on Public Information at 10 Jackson Place, Washington, D. C. Duplicate copies of these publications will be furnished free of charge by the Committee on Public Information to institutions for the use of soldiers in the Students Army Training Corps up to the limit of the editions available. Institutions are urged not to order a larger number of these pamphlets for their libraries than will actually be used. The new War Encyclopedia will probably be found especially valuable in this course.

(4) Copies of the Strategic Map of Central Europe, 60 by 72 inches in size, prepared by the War College Division of the General Staff, may be procured by educational institutions from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 30 cents each.

(5) A brief list of suggestions for instructors based on the experience of the Committee in conducting a course of this type in our Vocational Training Detachments will be sent direct from this Committee. Additional suggestions and materials will be issued to the institutions from time to time.

**ATTITUDE**

9. The aim of the course should be to present facts rather than propaganda; the method should be that of the teacher rather than of the orator. The men who are giving the course should be not merely good lecturers, not merely men who have made a special study of the issues of the war, but also men who are patient and successful in getting their classes to ask questions. The success of the work will depend mainly not on eloquence of presentation, or on the completeness of the body of facts, but rather upon making these facts answer convincingly the questions in the minds of the soldiers, even though these questions may seem in some cases trivial or irrelevant. The ideal of the work should be to make the issues of the war a living reality to each man. Its purpose should be to develop the minds of the men as well as to enhance their morale.

**NOMINATION OF INSTRUCTORS**

10. Immediately upon receipt of this letter institutions are asked to report to Frank Aydelotte, Director of War Aims Course, 146 Old Land Office Building, Washington, D. C., and also to their Regional Director of the Students Army Training Corps, the name of the professor who will have charge of the course, or who will act as chairman of the group of men designated to conduct it, and to whom further suggestions may be sent. The professor so nominated is asked to send to the Regional Director at his earliest convenience a brief statement of the character and organization of the course which he is planning. In case institutions plan to set up some alternative to the course here outlined, it is especially important that the Regional Director have notice of this as early as possible in order that he may inspect it and determine whether or not it should be approved by the Committee as a substitute for this course.

By order of the Committee,  
Grenville Clark,  
Lieut.-Col. A. G. O., Secretary.

WAR DEPARTMENT  
COMMITTEE ON EDUCATION AND SPECIAL TRAINING  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building,

Washington, September 18, 1918.

FROM: The Committee on Education and Special Training.  
TO: Professors in charge of course on the Issues of the War, S. A. T. C.  
Collegiate Section.  
SUBJECT: Suggestions for the Organization of the Course.

NOTE:—This Memorandum supplements, but does not supersede the Memorandum of September 10th. This Memorandum was at first numbered EST. 1, but future copies of it will bear the number C. e. 12.

The Committee on Education and Special Training will leave the colleges and universities free to organize the required course on the Issues of the War in such a way as to make the best use of their own facilities. The suggestions contained in this memorandum are made merely as suggestions. District Educational Directors (formerly called Regional Directors) will approve courses which cover effectively the ground outlined in the circular letter of September 10th (C. e. 12), whether or not such courses follow exactly the outlines here laid down. Detailed communications concerning the course should be addressed to the District Educational Directors.

**DISTRIBUTION OF TIME**

1. Where the course on the Issues of the War is conducted with both lectures and sections for class discussion, the normal distribution of time would be one lecture and two hours each week for discussion in small sections. In certain cases two lectures a week may be given, but at least one recitation hour per week is essential and two such hours are advisable. The entire course may be given in small sections in a perfectly satisfactory manner.

**MODIFICATION FOR ENGINEERING SCHOOLS**

2. The Committee has decided, since the memorandum of September 10th (C. e. 12) was issued, to require that schools of engineering and chemistry shall give the course on the Issues of the War three class hours per week for only six months instead of nine. Such institutions may confine themselves to the material for the first and second terms as outlined, but it would add to the value of the course to introduce, whenever possible, references to the political philosophy underlying the various governments and to the expression of national characteristics in literature. With this modification

the regulations quoted in the memorandum of September 10th (C. e. 12) will hold for engineering schools and all other institutions alike. (See also section 6 below.)

#### SYLLABI

3. It is the policy of the Committee not to issue a hard and fast syllabus for this course. However, the Committee is sending to the professor in charge of the course in each institution a copy of Albert E. McKinley's "Collected Materials for the Study of the War," Philadelphia, McKinley Publishing Company, 1918, which contains Harding's "Study of the Great War" and Hoskin's "Syllabus for a Course of Study on the Preliminaries of the Present Conflict." Institutions wishing duplicate copies of this volume must order them from the publisher at their own expense.

If Hoskin's "Preliminaries of the Present Conflict" is made the basis of the course, institutions will recognize that much must be omitted, especially at the beginning. Only so much of the early history should be included as is essential to the understanding of recent events. In whatever form the course is organized, the following topics should be discussed in the part devoted to history:

- (1) The Geography and Races of Europe with some particular consideration of the failure of national boundaries, as drawn before 1914, to correspond with national feeling (as in France, Italy, Poland, Austria-Hungary, and the Balkans).
- (2) The mineral and agricultural resources of the various countries.
- (3) Their systems of transportation.
- (4) Their trade relations with other parts of the world.
- (5) The struggle for colonial expansion.
- (6) The origin of the Prussian State and the German Empire.
- (7) The development of popular government in Great Britain and the evolution of the British Empire.
- (8) Recent events such as the reform in the House of Lords, Irish Home Rule, Prussian Electoral Reform, and the status of Alsace-Lorraine in the German Empire.

In general, the emphasis should be placed, in the historical part, on the events of the latter part of the 19th century and the opening of the 20th. A few preliminary lectures on the part which each nation has played and is playing in the war at present will add to the interest and value of the course.

Further suggestions for the organization of the material for the second and third terms will be sent out later by the Committee.

#### TEXT-BOOKS AND OTHER MATERIALS

4. To give the work continuity the systematic study of a text-book for each term is recommended. Institutions will find it difficult to make library work fit into the military program. Particular text-books will not be pre-

scribed by the Committee, but the normal course will use a standard book on recent European History for the first term and a standard text-book on Government for the second term. In engineering schools which are giving the course for only six months, it may be possible to find a single text-book which will combine the two elements of History and Government in a satisfactory manner. To this may be added such requirements of outline maps, and so on, as individual institutions see fit to make. Student-soldiers will be required to buy their text-books, outline maps and other course materials in exactly the same manner as civilians.

It is the plan of the Committee, during the next few months, to organize a collection of literary and philosophical materials for use in the course during the third term. It is hoped that this collection will be edited by private individuals and published by a commercial publisher. The policy of the Committee in this respect is to encourage any private efforts to provide text material for this course, and to allow books so published to be chosen by the various institutions, without specifying any standard official book to be used in all cases.

The use of outline maps will be valuable in connection with the study of the distribution of races, mineral deposits, systems of transportation, and so on. It should not be forgotten that geographical knowledge and ability to use maps will prove especially valuable to army officers.

#### CLASS DISCUSSION

5. In general, two recitations a week should be devoted to the discussion of the material presented in the lectures and the text-book. In these discussions there should be the fullest opportunity for questions from the student. Instructors should remember that the aim of the course is not merely to impart knowledge, but also to bring this knowledge home to the mind of each individual in such a way as to make the Issues of the War a living reality to him.

#### COMBINATION WITH ENGLISH COMPOSITION

6. Many institutions will desire to combine the course on the Issues of the War with English Composition and in engineering schools this combination is required. In engineering schools the combined War Issues Course and English Composition must be kept within the three hours per week prescribed as a minimum. In other institutions the combined course may be kept within these limits or may occupy four or five hours a week as desired.

When the War Issues Course is combined with English Composition a text-book on the fundamentals of English Composition and a dictionary may be prescribed in addition to the other books used in the course. When this combination is made there should not be more than one lecture per week,

with one hour for class discussion, and one for the discussion of written work on the subject of the course, considered both for its form and its content. Professors in engineering schools should organize the material of the course according to the suggestions contained in this memorandum and the one of September 10th (C. e. 12), adapting the material to fit into the limits of the time prescribed. They will recognize that the combined course will allow little time for formal instruction in rhetoric.

The discussion of written work from the point of view of its subject-matter as well as from that of its form will make this hour devoted to composition work reinforce and drive home the points which are made in the course. The subject-matter of the course offers ample material for general discussions and for active differences of opinion. When a discussion has proved to be of vital interest it is an easy matter to get students to write on the topic discussed. They then have something to say, and are concerned that what they write shall be written effectively.

On some occasions it may be worth while to organize the discussion formally by requiring a "committee report," prepared by two or three students, to be presented to the class meeting as a deliberative body with a student chairman and a student secretary. The treaty of Frankfort, for example, would serve well as a subject for such a report, and with the facts before them, the class would debate the kind of treaty which should be made at the end of the present war. Other topics suitable for such treatment will readily be found.

In recitations it must not be forgotten that the student, as possible officer material, needs to learn to speak on his feet, not only without hesitation, but with clearness and vigor. He must enunciate distinctly and pronounce his words correctly. These things must be insisted upon, whether he is answering a question put by the instructor, participating in a class discussion, or making an oral report or a short address. To accomplish this end for all students, small sections, 20 to 30 in number, are desirable.

When the War Issues Course is combined with English Composition the students should be required to hand in a written exercise at least once a week. The main forms in which he should be trained are correspondence and reports. It is best that the practice he receives in reports should be based on his reading and on the discussions. This will help him in class and prepare him directly for the reports which he will have to write as an officer. Correction of the common faults in paragraphing, sentence structure, and the use of words, comments upon the logical arrangement of material and upon the clearness and accuracy of expression, should be made effectively, without being allowed to occupy too large a proportion of the time.



**EXAMINATIONS**

7. Institutions should conduct examinations in the course on the Issues of the War exactly as in their other courses. In general, it may be said that this course should be given with the same care and thoroughness as any other work of collegiate grade.

**RELATIONS TO WAR AIMS COURSE IN TRAINING DETACHMENTS**

8. The course on the Issues of the War outlined for the collegiate section of the Students Army Training Corps is quite distinct from the briefer course which has been given during the summer and will continue through the winter in the National Army Training Detachments. These Training Detachments will, hereafter, be alluded to as the Vocational or "B" Section of the Students Army Training Corps. While the same instructors may perfectly well give courses to both the vocational and the collegiate section of the S. A. T. C., it will not be possible to give the same course to the two sections because of the widely varying conditions of time and the difference in the character and preparation of the two groups of men.

**ARMY PAPER WORK**

9. Arrangements will be made by the Committee to give the student soldiers a certain amount of drill in Army Paper Work. This is quite distinct from English Composition here outlined and has no connection with the War Issues Course. The provision for this work will be found in Memorandum C. a. 4, dated September 13, section 11 A, under the heading "Military Law and Practice." It will consist in practice in filling out Army Forms, making requisitions, and so on. The Army Paper Work will probably be taught by an army officer as a laboratory course at a time set apart for that purpose.

Committee on Education and Special Training.

By Frank Aydelotte,

Director of War Aims Course.

C. e. 14.

WAR DEPARTMENT  
COMMITTEE ON EDUCATION AND SPECIAL TRAINING  
Section of Training and Instruction Branch  
War Plans Division, General Staff  
Old Land Office Building

Washington, September 19, 1918.

FROM: Committee on Education and Special Training.  
TO: Engineering schools having units of the S. A. T. C., Collegiate Section.  
SUBJECT: Plans for War Issues Course:

1. In memorandum C. a. 4, headed "Curricula," and dated September 19, 1918, the Educational Director suggests, in paragraph 4, that "care should be taken that the instruction is so planned as to distribute the load which must come upon individual departments and teachers, thus avoiding a 'peak load' at any point."

2. In order to carry out this suggestion in connection with the course on the Issues of the War, which is required in engineering schools three classroom hours per week for six months, the Committee on Education and Special Training recommends that the course be given during the first six months to Sophomores, and during the next six months to Freshmen in order to equalize the load during the next twelve months on departments giving the course.

3. This suggestion can be carried out in engineering schools more readily for the reason that those students who show excellence in their studies have some chance of being kept in college until they have finished their intensive engineering training, although this is subject to the needs of the service at any particular time and cannot be interpreted as a promise on the part of the War Department.

4. The plan here suggested for the course on the Issues of the War is not meant to be mandatory in cases where engineering schools do not find it feasible.

Committee on Education and Special Training,  
Frank Aydelotte,  
Director War Aims Course.

## Questions on the Issues of the War

### INTRODUCTION

The questions contained in this pamphlet are a product of the War Aims Course which was given in the National Army Training Detachments (now Section B of the Students Army Training Corps) during the summer. The soldiers in the various detachments were asked to write out the questions about the war which most puzzled them. In order to encourage them to be perfectly frank their instructors asked them not to sign the papers. The most significant of the many thousands of questions thus produced were sent by the instructors to the Committee and from these were selected the questions which appear in this pamphlet. Over three-fourths of the questions are printed verbatim. About one-fourth were altered so as to combine a number of questions on the same topic into one and thus save repetition of the same references for question after question.

Three methods for treating the questions suggested themselves: the first was to print a very large number without any references or information as to the answers; the second was to write out brief answers to the questions selected; the third plan, here adopted, was to print the questions with references to the information which would answer them. If the questions had been intended for the sole use of men who are making a special study of the war and who are perfectly familiar with its growing and elusive bibliography, the first plan would undoubtedly have been the best. If the pamphlet had been intended for the use of students, the second plan would probably have been preferable, but for the purposes of instructors who, in many cases, will find it necessary to build up the collections in their college and university libraries, the arguments seemed all in favor of the plan here chosen.

The plan of the Committee in all the courses which have been given on the issues of the war has been to urge instructors to give careful heed to the difficulties in the minds of the students. The greatest emphasis has been laid on opportunities for discussion in class and for individual questions. It is on this account that the Committee attaches special importance to such series of problems as the one here presented. No class will ask all these questions and it will hardly be possible for any lecturer to discuss them all, but the man who has made a special study of them will have an accurate idea of the types of difficulties which present themselves to his students and should be able to make his instruction better on that account.

In sifting out the questions and arranging them in this form, a great deal of their human interest has disappeared. The man whose privilege it is to discuss these topics intimately with young soldiers who are going off to fight

will find their minds bristling with every kind of question. For the moment the war has heated history and philosophy and economics and geography to incandescence by the irresistible current of the great purpose of America and the Allies. Fully to understand this purpose, to trace the issues of this war to their roots in the events and the systems of thought of the past is in itself a liberal education, and the study of these issues by a man who expects to carry his convictions into action will produce the effect which liberal knowledge always produces—to train the mind and to ennoble the character.

The task of editing these questions has been performed by a large number of scholars in collaboration. The greater part of the work has been performed by members of the National Board for Historical Service, who have been untiring in their efforts to provide historical materials for the War Issues Course.

Committee on Education and Special Training,

By Frank Aydelotte,

Director of War Issues Course.

## GERMANY

### GOVERNMENT

1. How is the reichstag elected?
2. What power had the reichstag in declaring war against another country?
3. Do the reichstag and bundesrath always meet as separate bodies?
4. Was the bundesrath ever so powerful that it dared actually dismiss the reichstag?
5. Could the bundesrath and reichstag overrule the Kaiser on any order he might make?
6. Has the Kaiser absolute control of the army and navy?
7. What is the voting importance of the average German?

War Cyclopedia (Revised ed.).—German Empire.

Wilson, Woodrow.—The State. Pp. 517-522; also p. 498 and p. 506.

Hazen, C. D.—The Government of Germany. (Committee on Public Information pamphlet; excellent brief exposition.)

Howard, B. E.—The German Empire. N. Y., 1906. (A study of the form and operation of its government; fullest treatment in English.) See especially pp. 40, 66, 409.

Ogg, F. A.—The Governments of Europe. Part 2. N. Y., 1913.

Lowell, A. L.—Governments and Parties in Continental Europe. Vol. I, chaps. V and VI, and Vol. II, chap. VII. Boston, 1896.

Gerard, J. W.—Face to Face with Kaiserism. N. Y., 1917.

Wetterle, E.—Behind the Scenes in the Reichstag. N. Y., 1918. (By an Alsatian ex-deputy and insurgent.)

Smoot, W. S.—Germany's Form of Government. N. Y. Times\* Cur. Hist., Vol. VI, p. 516 ff., June, 1917.

Middleton, J.—Germany's Long Road to Democracy. World's Work, Vol. 34, p. 199 ff.

\*The six-part edition is cited throughout. In the twelve-part edition articles can be located by date and page.

## SOCIAL CONDITIONS AND PUBLIC OPINION

8. What is the population of Germany?
9. Didn't the Germans have laws to safeguard the health of the people?
10. Are there any slums in Germany?
11. Doesn't Germany provide for her aged and poor?
12. Isn't the average man pretty well off in Germany?
13. Wasn't Germany's school system regarded by us as the best in the world?
14. Why does the world look upon Luther as so great a reformer if Germany has no sound Christianity now?
15. How do the German people get their news? Is there any press in Germany that can express its own ideas during the war?
16. Are the German people really back of their government in this war?

Dawson, W. H.—*The Evolution of Modern Germany*. N. Y., 1908. *The German Workman*. N. Y., 1906, and *German Life in Town and Country*, 1901. (By a careful student of social and economic conditions; written before the war. They are indispensable for reference.)

Ogg, F. A.—*The Economic Development of Modern Europe*. N. Y. Chap. XXIV. (Enters extensively into the subject of Germany's social legislation.)

*War Cyclopedia* (Revised ed.).—*News Control, German*. *News-Making, German*.

Hayes, C. J. H.—*A Political and Social History of Modern Europe*. N. Y., 1916. Vol. II. (Gives some attention to social legislation.)

Barker, J. Ellis.—*Modern Germany*. N. Y., 1915. (The work of an anglicized German; takes a relatively favorable view of labor conditions in Germany but severely criticizes her educational system.) Several earlier editions.

Smith, T. F. A.—*The Soul of Germany*. N. Y., 1915. (Takes a very unfavorable view of things German, notably German society, religion and education; also reveals the subservience of the press; author was for many years before the war a professor in a German university, and writes from personal observation.)

Fife, R. H.—*The German Empire Between Two Wars*. Chaps. XIV-XVII. N. Y., 1916. (Chap. XIV finds some slums for the inquirer; chap. XVI finds plenty of fault with the educational system; chap. XVII makes a point of the helplessness of public opinion in time of a crisis.)

Shadwell, A.—*Industrial Efficiency*. N. Y., 1909. (Chapters on German industrial methods.)

Alexander, T.—*The Prussian Elementary Schools*. N. Y., 1918. (Shows how the views of Pan-Germanists are taught children through the geography lessons and in other ways.)

Smoot, W. S.—*Prussianism in German Education*. N. Y. *Times Cur. Hist.*, Vol. VII, part 2, p. 324 ff. February, 1918. (Journalistic, suggestive, and entertaining; emphasizes the official grip on the education of young Germany; alleges that Pan-Germanism has its place in the teaching.)

*Rooting Out Christianity in Germany*. *Lit. Dig.*, October 13, 1917. (Showing the essential materialism of the German religion.)

Gallison, Mrs. H. H.—*The German People and the War*. *Outlook*, vol. 114, p. 775 ff. (Shows the impressive unanimity of the German people in the present war.)

- Shadwell, A.—German Hate: Its Cause and Meaning. XIXth Cent. Vol. 77, p. 987 ff. (Treats the war as "essentially a war of peoples" and analyses Germany's temper.)
- Bennett, Arnold.—What the German Conscript Thinks. N. Y. Times Cur. Hist. Vol. I, p. 93 ff. (January, 1915.) (Argues not from personal observations but "on general principles" that the German people have their heart in the war. Entire article illuminating.)
- McLaren, A. D.—The Mind and Mood of Germany Today. Atl. Mo., vol. 120, p. 795.
- McLaren, A. D.—The German Outlook for Parliamentary Government. Atl. Mo., vol. 121, pp. 618-26.
- Clark, Victor S.—The German Press and German Opinion. Atl. Mo., vol. 122, pp. 1-9. This article and the two articles by McLaren are of special value as revealing the almost fateful, corporate, state-centered character of German opinion.

### RESOURCES

#### 17. Where does Germany get her supply of iron?

- War Cyclopedia (Revised ed.).—Coal and Iron as Causes of the War.
- Barker, J. E.—Coal, Iron, and World Dominion. XIXth Cent. Vol. 83, p. 698 ff. (For Germany's mineral resources in the lands under military occupation.)
- Gardiner, J. B. W.—Lorraine the Test of Victory. World's Work. January, 1918.
- Lorraine Coal and Iron. New Republic. September 8, 1917.
- Usher, Abbott P.—Am. Hist. Rev. Vol. XXIII, No. 4, p. 797. (July, 1918.)
- N. Am. Rev. Vol. 286, pp. 188-90. July, 1915.
- Stoddard, L., and Frank G.—Stakes of the War. Century, N. Y. 1918.
- Topic, Alsace-Lorraine, p. 27.
- Atl. Mo. Vol. 115, pp. 817-29. June, 1915.
- Sci. Am. Vol. 3, p. 460. December 15, 1914.
- Fort. Rev. Vol. 108, pp. 700-710.
- American Geographical Review. August, 1918.
- Macfarlane, C. W.—The Economic Bases of an Enduring Peace. Scribner's. Phila., 1918.

### POLICY OF AGGRESSION

18. Is the war purely a commercial one on the part of Germany? Was it commercial rivalry between Germany and England that started it? Were not the Allies trying to crush Germany and get the commercial mastery of the world?
19. What is meant by Pan-Germanism? How does Germany seek to justify it?
20. Why does Germany want to rule the world?
21. Is it a fact that Germany had got to a point when she had to gain more territory in order to support her population or there would be rebellion at home? Because of Germany's large population and cramped position, won't it be necessary in establishing peace to provide for her expansion?
- \*War Cyclopedia (Revised ed.).—See under Pan-Germanism, Berlin-Bagdad Corridor, Drang nach Osten, Hegemony, Lichnowsky Revelations, Mitteleuropa, Muehlton Revelations, War, Responsibility for.
- Notestein and Stoll.—Conquest and Kultur. (C. P. I. pamphlet.)
- Archer, W.—Gems (?) of German Thought. N. Y., 1917.
- Smith, Munroe.—Out of Their Own Mouths. N. Y., 1917. (This and the two works by Archer and by Notestein and Stoll consist of collections of

- utterances from educated Germans, amply revealing the Pan-Germanist creed.)
- Grumbach, S.—Germany's Annexationist Aims. N. Y., 1917. (Excerpts from a German compilation of Pan-Germanist writings, translated and compiled by J. Ellis Barker.)
- Vergnet, Paul.—France in Danger. N. Y., 1915. (A convincing revelation of the rising tide of Pan-Germanism on the eve of the war; attributes the aggressive policy of modern Germany to the Pan-Germanist League, and gives much new information. Originally published in Paris in 1913.)
- Bourdon, G.—The German Enigma. Chap. IX. N. Y., 1914. (A personal investigation of the German mind by the editor of the Figaro shortly before the war; shows the Pan-Germanist to be a dangerous fool.)
- Reich, E.—Germany's Madness. N. Y., 1914. (Discusses Germany's claim of racial and intellectual superiority with illustrations from German pens and mouths; indicts the German nation with megalomania.)
- Gibbons, H. A.—The New Map of Europe. Chap. II. N. Y., 1914. (Also treating briefly of the obsession behind weltpolitik.)
- Dawson, W. H.—What Is Wrong With Germany? N. Y., 1915. (A tardy but impressive revelation of the meaning of weltpolitik by one of the best informed Anglo-Saxon writers upon modern Germany.)
- Phillipps, L. M.—Europe Unbound. Chap. IV. N. Y., 1916. (Able study of the menace of Pan-Germanism and how it was bound to produce war.)
- Sarolea, C.—The Anglo-German Problem. N. Y., 1915. (Remarkably keen and prophetic study of Prussianism written originally before the war. First Am. edition 1912.)
- Seton-Watson, R. W., et al.—The War and Democracy. Chap. III, sec. 2. N. Y., 1915. (Admirable survey of the contribution of Prussianism to the German policy of aggression, by A. E. Zimmermann.)
- Bevan, E. R.—The Method in the Madness. N. Y., 1917. (An able and fairly sober English study of the reciprocal attitude of German and British opinion; also discusses Germany's war-aims.)
- Schmitt, B. E.—England and Germany. Princeton, 1916. (One of the best and fullest treatments of Anglo-German relations since 1870; interesting and fair-minded; seems to show that Great Britain had no rational cause for wanting to fight Germany on commercial grounds.)
- Guyot, Y.—The Causes and Consequences of the War. Part 2 and part 5, chap. I. N. Y., 1916. (One of the ablest studies of Germany's economic motives for war, presented without exaggeration; gives too little relative attention to politico-psychological forces.)
- Hauser, H.—Germany's Commercial Grip on the World. N. Y., 1918. (A truly startling expose of Germany's world-wide campaign of economic conquest; all its evidence not yet fully confirmed.)
- Seymour, C.—The Diplomatic Background of the War. Chaps. IV and V. New Haven, 1916.
- Davis, W. S.—The Roots of the War. Chap. XVIII. N. Y., 1918. (This and Seymour are useful and discriminating texts.)
- Smith, M.—Germany's Land Hunger. Pol. Sc. Quar., vol. 32, p. 459 ff. (A brilliant study. Also published with other essays under the title Militarism and Statecraft. N. Y., 1918. See part 4.)
- Eisner, K.—The Pan-German Society. N. Y. Times Cur. Hist., vol. I, p. 674 ff. January, 1915. (Attributes the trend and character of German imperialism to the Pan-Germanists and insists that the main plank in their platform was for Germany to get colonies.)
- Foerster, F. W.—A Voice from Germany. Why German Peace Declarations Fail to Convince. International Conciliation, Pamphlet No. 129.
- Masaryk, T. G.—The Literature of Pan-Germanism. New Europe, vol. I, p. 118 ff.
- Masaryk, T. G.—Pan-Germanism and the Eastern Question. New Europe, vol. I, p. 1 ff. (Showing the elaboration of Pan-Germanism into a plan for the subjugation and assimilation of non-German peoples, with special reference to its eastward objective; by the distinguished leader of the Czechs.)

- Hallifax, E. W.—The Self-Revelation of the German War Party Before the War. *N. Y. Times Cur. Hist.*, vol. IV, p. 540 ff. (June, 1916.) (Discussion of personal forces behind the outbreak of war, including quotations from Professor Nippold's untranslated exposure of German chauvinism.)
- Harden, Maximilian.—Germany Will End the War. *N. Y. Times Cur. Hist.*, vol. II, p. 129 ff. (April, 1915.) (Maximilian Harden's candid admission; need of land, better access to the ocean, a greater stock of raw materials are objects which induce her to provoke war.)
- The Philosophy of Terrorism. *Unpop. Rev.*, vol. VI, p. 294. (A readable article showing the essential paganism of the German intellect.)
- Patten, Simon N.—The German Way of Thinking. *Forum*, vol. 54, p. 18. (Shows distinctly the cleavage between Teutonic and Anglo-Saxon civilization and the policy of aggression so characteristic of the former.)
- Sieper, Prof.—The Duties of Patriotism. *N. Y. Times Cur. Hist.*, vol. III, p. 738 ff. January, 1916. (A remarkable article by a professor of the University of Munich cautioning his fellow-Germans against misunderstanding England, and admitting that the utterances of German chauvinists "have contributed for years towards awakening distrust even in the nations not hostile to us.")
- Brooks, Sydney.—Why Does Germany Hate England? *Independent*, vol. 80, p. 160. (Attributes it to economic jealousy.)
- Schmitt, B. E.—Made in Germany. *Nation*, vol. 99, p. 251 ff. (A good brief summary of Germany's principal motives for expansion at the cost of war; the writer refrains from critical comment.)
- England's Place in the Sun. *Unpop. Rev.* vol. 6, p. 311 ff. (Shows the artificial stimulus of German imperialism.)
- Rose, J. H.—British and German Policy. *Fort. Rev.*, vol. 103, p. 372 ff. (Showing from the point of view of Anglo-German relations the historical course of German imperialism which led to the war; does not sufficiently emphasize the Middle-Europe plan.)
- Johnston, Sir Harry H.—Did Britain Stand in Germany's Way? *Living Age*, vol. 285, p. 46 ff. (Ablly answered in the negative by the well-known writer on world politics and African history.)
- Lichnowsky, Prince Karl.—Memorandum. *N. Y. Times Cur. Hist.*, supplement to issue of May, 1918, and also International Conciliation pamphlet No. 127, and published in book form. (See under the Middle-Europe plan). (Memorandum is followed by a "confession" from W. Muehlton, an ex-director of Krupps, later elaborated and presented in book form as *The Vandal of Europe*. N. Y., 1918.)
- Haldane, Lord.—Lord Haldane's Account of His Own Mission of 1912. *N. Y. Times Cur. Hist.*, vol. VIII, part 2, p. 166 ff. July, 1918.
- British Official Statement Respecting the Anglo-German Negotiations of 1912. *N. Y. Times Cur. Hist.*, vol. VIII, part 2, p. 169 ff. (Seems to show that Germany wanted to insure British neutrality in event of a war with France—which she might allege to be defensive.) July, 1918.
- Beer, G. L.—The Anglo-German Negotiation in 1914. *New Republic*, vol. IV. December 18, 1915. (Study of Anglo-German relations as they stood on the eve of the war; argues that Great Britain's generous attitude towards Germany, though officially acknowledged by the latter, was really responsible for widening the breach.)
- Millioud, M.—A Swiss View of Germany. *N. Y. Times Cur. Hist.*, vol. II, p. 337 ff. May, 1915. (Showing how an intense national self-sufficiency led to plans of economic conquest.)
- Millioud, M.—Germany's Frenzied Trade. *World's Work*, vol. 32, pp. 307-14, pp. 456-64. (Attempting to show that over-production led Germany to bring on war; not wholly convincing but well worth reading in conjunction with Hauser's book, cited above; the article is an abridgment of a book by the same author.)
- The New German Empire. (Pamphlet reprinted from the Round Table; perhaps the best reference in small compass; discusses manifestation of the spirit and aims of modern Germany and the development of her economic imperialism; published by Doran, N. Y.)



## THE MIDDLE-EUROPE PLAN

22. How did Austria come under the influence of Germany?
23. Did England desire possession of the Bagdad Railroad and use Russia as a medium to get it?
24. Will you tell something of the rail system Germany had planned through Turkey and Arabia?
25. In the event of peace, will Germany be permitted to build the Berlin-Bagdad Railway?

Lewin, P. E.—*The German Road to the East*. N. Y., 1917. (The fullest work in English on the subject; relates the essence of the Anglo-German agreement of 1914, which came too late to prevent war; also discusses Germany's relations with Austria-Hungary.)

Steed, H. W.—*The Hapsburg Monarchy*. N. Y., 1913. (For Austro-German relations.)

Lichnowsky, Prince Karl.—*The Disclosures from Germany*. (International Conciliation Pamphlet No. 127.) (A remarkable revelation of Germany's unalterable resolve to precipitate war despite Great Britain's generous concessions in Africa and Asia; by the late German Ambassador to London.)

Cheradame, Andre.—*The Pan-German Plot Unmasked*, N. Y., 1916. *The United States and Pan-Germania*. N. Y., 1918. *Germany's War Profits*. 1918. (Three discussions of Germany's Middle-Europe and eastern schemes in particular, with also some inclusion of Pan-Germanist plans elsewhere; very important for its appreciation of the pith of the German menace, but assuming considerable knowledge of the historical background; there is much repetition in the last two works of the arguments of the first.)

Schmitt, B. E.—*England and Germany*. Princeton, 1916. (Good on the history of the Bagdad project.)

Giordani, Paolo.—*Germany's Colonial Empire, Its Beginning and Ending*. (Translated from Italian.) Chapman, London, 1916. (Deals well with the early history of the Bagdad Railway project but ignores more recent developments.)

Marriott, J. A. R.—*The Eastern Question*. Last chap. N. Y., 1917.

Rose, J. H.—*The Origins of the War*. N. Y., 1915. Pp. 82-90. (A brief but animated recital of facts.)

Beaven, M. L. R.—*Austrian Policy Since 1867*. (Oxford pamphlet.) London and N. Y., 1914.

*War Cyclopedia* (Revised ed.).—Under Berlin to Bagdad, Drang nach Osten.

*President's Flag Day Address with Evidence of Germany's Plans* (C. P. I., pp. 21-5).

Schierbrand, W. von.—*The Fate of Austria-Hungary*. *World's Work*, vol. 34, p. 189. (Discussing somewhat the economic fetters that bind Germany and Austria.)

Brants, I. I.—*Mittel-Europa and Hapsburg Policy*. *Living Age*, vol. 298, p. 544 ff. (Illuminating.)

Usher, R. G.—*Austro-German Relations since 1866*. *Amer. Hist. Rev.* April, 1918.

O'Connor, T. A.—*The Bagdad Railway; Its History and Diplomacy*. *Fort. Rev.*, vol. 101, pp. 201-216. (A careful historical survey, with map.)

Geraud, A.—*A New German Empire*. *XIXth Cen.*, vol. 75, pp. 958-72, 1316-26.

Woods, H. C.—*The Bagdad Railway*. *Fort. Rev.*, August, 1917, p. 235. See also *N. A. Rev.*, vol. 208, p. 219 ff. (Readable article on the history of railway enterprise in Asiatic Turkey and the extent to which the Bagdad road has been constructed.)

- Cheradame, A.**—The United States and Pan-Germanism, The Fallacy of a German Peace, and How to Destroy Pan-Germany. *Atl. Mo.*, vol. 119, p. 721 ff., and vol. 120, p. 663 ff. and p. 819 ff. (Three articles on Cheradame's usual thesis—subsequently published in book form by the Atlantic Monthly Press, Boston.)  
(See also Beer's article under Policy of Aggression. *New Republic*, vol. IV, Dec. 18, 1915.)

### COLONIAL ADMINISTRATION

26. How does England's treatment of her colonies compare with the way Germany has treated hers?

(See also references under Great Britain.)

- War Cyclopedia** (Revised ed.).—British Empire.  
**Giordani, P.**—Germany's Colonial Empire: Beginning and Ending.  
**McLaren, A. D.**—Peaceful Penetration. N. Y., 1917. London, 1916. (Gives much information on German methods of expansion; might serve as introduction to the subject of German colonization.)  
**Muir, Ramsay.**—The Expansion of Europe. Pp. 149-50, and chap. IX. (On *weltpolitik*.) Boston, 1917.  
**Rohrbach, P.**—Germany's World Policies. Chap. V. N. Y., 1915. (Important as giving a German economist's criticism of German colonial administration, though the original is more to be trusted than the translation; in its main argument the book is unsound, yet it gives interestingly the author's belief in the mission of spreading "the German idea" as the principal justification of her world-policy.)  
**Dawson, W. H.**—The Evolution of Modern Germany. N. Y., 1908. (Has chapters affording intelligent criticism of German methods by one who was then a friend of Germany; like Rohrbach it incidentally cites British policy in comparison.)  
**Keller, A. G.**—Colonization. Pp. 531-95, especially 573-8. Boston, 1908 (These chapters by an able American student of colonization were originally printed in the *Yale Review*.)  
**Lewin, P. E.**—The Germans and Africa. Especially chap. XVII. N. Y., 1915. (One of the most enlightening brief accounts of Germany's colonial administration in the African field.)  
**Harris, J. H.**—Germany's Lost Colonial Empire and the Essentials of Reconstruction. London, 1917.  
**Zimmerman.**—The German Empire in Central Africa. London, 1918. (An expose of German ruthlessness in Africa by one who believed and participated in it; a very important document.)  
**Harris, J. H.**—Germany's Treatment of Native Races. *XIXth Cent.*, vol. 78, p. 44 ff. (Very reliable and illuminating.)  
**Lewin and Campbell.**—How Germany Treats the Native. *Quar. Rev.*, vol. 229, p. 372 ff. (Interesting side lights on German ruthlessness in Africa.)

### WAR PLANS

27. Why did Germany strike in the west instead of in the east where the countries are weak?  
28. Did Germany build railways to the Belgian frontier in order to attack Belgium?

- Bernhardi, F. von.**—Germany and the Next War. (Eng. trans.) N. Y., 1914.  
**Rose, J. H.**—Origins of the War. P. 37. (On the ulterior designs of the railway building near the Belgian frontier.)  
**Smith, M.**—Military Strategy versus Diplomacy. *Pol. Sci. Qt.*, vol. 30, p. 37 ff. (Points out, p. 76, incidentally to a broader subject, that Germany might have wanted to occupy Belgium as a precedent for doing the same thing in some

- future war in order to get a base of operations against England; this article is reprinted as a chapter in the author's *Militarism and Statecraft*.)
- Pratt, E. A.—*The Rise of Rail-Power in War and Conquest*. Chap. VIII. N. Y., 1915. (Merely relates the railway building on the German frontier without discussion of its importance.)
- Church, W. E.—*Germany Long Planned the War*. N. Y. Times. Cur. Hist., vol. IV, p. 868 ff. August, 1916. (Remarkable documents purporting to be official and written in 1913, pointing to the intention to violate Belgium's neutrality.)
- Sonnenshein, E. A.—*Through German Eyes*. (Oxford pamphlet.) N. Y., 1914-15.
- Littlefield, W.—*Germany's Strategic Railways*. N. Y. Times Cur. Hist., vol. I, p. 1000 ff. February, 1915. (Best brief account of Germany's "railway menace.")
- War Cyclopedia (Revised ed.).—*Violation of Belgian Neutrality*.

### KULTUR

#### 29. What is meant by Kultur?

- War Cyclopedia (Revised ed.).—See under Kultur, Kultur, Mission of, Kultur vs. Civilization.
- Archer, W.—*Gems (?) of German Thought*; Smith, M., *Out of Their Own Mouths*; and Stoll and Notestein, *Conquest and Kultur*. (These works, cited above, enable Kultur to speak for itself.)
- Dawson, W. H.—*What Is Wrong With Germany?* Chap. I. N. Y., 1915.
- Seton-Watson, et al.—*The War and Democracy*. Chap. IX. N. Y., 1915. (Gives an interesting interpretation of Kultur.)
- Ferrero, G.—*Europe's Fateful Hour*. Chap. II, N. Y., 1918. (On the love of power embodied in Kultur.)
- Raleigh, W.—*The War of Ideas*. (Admirable study in pamphlet form by a distinguished British scholar.) London and N. Y., 1917.
- Mather, F. J.—*Culture versus Kultur*. N. Y. Times Cur. Hist., vol. I. March, 1915. P. 543 ff. (Perhaps the best definition of Kultur in brief compass; shows that Germany has singularly little "culture," properly so-called.)
- Ellis, Havelock.—*The German Spirit*. Atl. Mo., vol. 115, pp. 551-9. (A readable analysis by a noted philosopher.)
- Boutroux, E.—*Germany's Civilized Barbarism*. N. Y. Times Cur. Hist., vol. I. January, 1915. P. 160 ff. (Penetrating analysis of Kultur, as not implying the moral element in human affairs, but embodied in force, and "force par excellence is science which puts at our disposal the powers of nature and infinitely multiplies our strength.")
- Matthews, B.—*Concerning German Culture*. N. Y. Times Cur. Hist., vol. I, p. 541 ff. March, 1915. (Pointing out the want of urbanity in German social relations and the lack of inventiveness in German science.)
- Bolton, B. M.—*German Idealism*. N. Y. Times Cur. Hist., vol. IV, p. 673 ff. July, 1916. (Discussing the dynamic quality of Kultur.)
- Gerothwohl, M. A.—*The Octopus of German Culture*. Fort. Rev., vol. 101, p. 126 ff. January, 1917.
- Dewey, John.—*On Understanding the Mind of Germany*. Atl. Mo., vol. 117, p. 251 ff. (Points out the essential difference between Teutonic and Anglo-Saxon conceptions of civilization.)
- Barker, E.—*Nietzsche and Treitschke: The Worship of Power in Germany*. (Oxford pamphlet.)
- Joubert, Wilfred A.—*Neighbor Hans*. Atl. Mo., vol. 121, pp. 166-174. (A delightful story, professing to be from real life, which presents German Kultur concretely and very effectively.)

### FRIGHTFULNESS

30. Is there any real proof of German atrocities? Are they authentic?
31. Haven't they been exaggerated in order to prejudice American opinion?
32. Will atrocities be explained later in book form by the Government?

33. Did the Germans commit outrages in China during the Boxer affair?

Note: Material on atrocities is legion. Especially to be recommended for answers to questions are the two pamphlets in the C. P. I. series, edited by Munro: *German War Practices and German Treatment of Conquered Territory*. See also Bedier, J., *What the Germans Say About Their Own Methods of Warfare*, N. Y. Times Cur. Hist., vol. II, p. 259 ff., May, 1915 (being gleanings from the notebooks of German prisoners and dead); the introduction to Morgan's *German Atrocities*, London, 1916, and the Bryce Reports; *The Systematic Exploitation of Belgium*, N. Y. Times Cur. Hist., vol. VII, part i, p. 510 ff., December, 1917; *The Total Destruction of Rheims*, *ibid.*, vol. VIII, part i, p. 485 ff., June, 1918; Brand Whitlock's *Report on Belgian Deportations*, *ibid.*, June, 1917, p. 543; *The Germans, Destroyers of Cathedrals and Treasures of the Past* (a French report), *ibid.*, vol. II, p. 1004 ff., August, 1915; finally, a defense of their methods, drawn from the German press, *Germany's Defense of a Destructive Policy*, *ibid.*, vol. VI, p. 322 ff., May, 1917, etc. Scott and Garner, *The German War-Code* (C. P. I.) should be consulted for its explanation of frightfulness; see also Smith, *Militarism and Statecraft*, part IV. Chamberlin, W. J., *Ordered to China*, N. Y., 1903. (Will answer the question on China.) See p. 129. See Curtin, T. D., *The Land of Deepening Shadow*, Doran & Co., N. Y., 1917, for contrast between German and Russian atrocities. Consult also *War Cyclopedia* (Revised ed.), Atrocities.

GERMAN INTRIGUE IN AMERICA

(See under "United States")

THE PROBLEM OF GERMANY'S PUNISHMENT

34. When we get the Huns licked will we see that they get what they deserve or will some pacifist who hasn't done the fighting let them off easy?

*War Cyclopedia* (Revised ed.).—Peace Terms, United States

UNITED STATES AND GERMANY

35. Is the United States vitally interested in the destruction of the "Middle Europe" idea?

*Conquest and Kultur* (C. P. I.). Section VII and introductory note. (Selections from other writings and speeches of prominent Germans on the subject of world empire.)

President Wilson's Flag Day Address with Evidence of Germany's Plans. (C. P. I.), pp. 14-25. (German expansion eastward.)

*War, Labor and Peace* (C. P. I.). No. II, *Labor and the War*. (President Wilson's address before Convention of American Federation of Labor.)

36. What indicates that Germany intended to make war on the United States after she had crushed the other Allies?

Gerard, J. W.—*My Four Years in Germany*, pp. 251-253. (Emperor William threatens the United States.)

Tatlock, J. S. P.—*Why America Fights Germany*, p. 9. (Emperor William's threat to the United States.)

*War Cyclopedia* (Revised ed.).—*Under America Threatened and Der Tag—When?*

37. Is it true that the Kaiser made threats against America?

*Conquest and Kultur*. (C. P. I.) Section XIV, *Pan-Germanism and America*, especially p. 96, Kaiser's speech, June 16, 1896, and p. 104, interview with Ambassador Gerard, October 22, 1915.

Gerard, J. W.—My Four Years in Germany, pp. 251-53. (Emperor William threatens the United States.)

38. Why did not Germany take a hand in the war between Spain and the United States?

Latane, J. H.—America as a World Power. (American Nation Series.) Pp. 63-65. (European public opinion, outside of England, hostile to the United States.)

Low, S., and Sanders, L. C.—History of England During the Reign of Queen Victoria. (Political History of England, vol. XII, p. 440.) (England's attitude toward the United States.)

Long, J. D.—The New American Navy. N. Y., 1903. Vol. II, pp. 111-113. (Attitude of British naval officers during Battle of Manila Bay.)

World's Work, March, 1917, Our Past With Germany, pp. 532-535. (England's attitude at the time of the Spanish-American War.)

39. Would like to have a brief review of the friction that came up between Admiral George Dewey and the commander of the German ships during the Spanish-American War.

War Cyclopedia (Revised ed.) under Manila Bay and Spanish-American War, German Attitude.

Latane, J. H.—America as a World Power, pp. 37-38. (German breaches of international and naval etiquette.)

Long, J. D.—The New American Navy. Vol. II, pp. 111-112. (Attitude of Admiral von Diederichs.)

World's Work, March, 1917, Our Past With Germany, p. 535. (Manila Bay incident.)

40. What was the quarrel between the United States and Germany when Roosevelt was President?

War Cyclopedia (Revised ed.)—Under Monroe Doctrine, German Attitude.

Latane, J. H.—America As a World Power, pp. 266-274. (German intervention in South America for purpose of collecting debts.)

Latane, J. H.—Annals of Academy of Political Science. Vol. 72, pp. 106-107. The Monroe Doctrine . . . in Relation to Just and Durable Peace.

World's Work, March, 1917, Our Past With Germany, pp. 530-531. (Germany's intervention in South American affairs.)

41. Did Germany lend us money and men in the Revolutionary War?

Van Tyne, C. H.—The American Revolution (Am. Nation Series), pp. 73, 97-101, 233. (German mercenary soldiers used by England.)

Pp. 314-315. (Attitude of Frederick the Great toward America.)

Fiske, J.—The American Revolution. Vol. I, pp. 161-162. (Hessian soldiers hired by England.)

Vol. II, p. 56. (Personal character of Steuben's services.)

Fisher, S. G.—The Struggle for American Independence, pp. 466-467. (Hessian soldiers hired by England.)

Haworth, Paul.—In the Amer. Hist. Rev., vol. IV, 460-479. Frederick the Great and the American Revolution.

## FRANCE AND GERMANY

42. Is there any foundation for the charges, made in Germany, that before a state of war existed between her and France, French soldiers crossed the German border and French aviators flew over German territory?

Documents of the American Association for International Conciliation, 1915.

Sect. 106, 146-149, 159 (to middle of p. 133.) (Documentary history of German charges and French denials.)

- Diplomatic Documents Relating to the Outbreak of the Great War, vol. I. Sect. 146-149, 155, 159. (Documents relating to German charges.)
- Nystrom, A.—Before, During and After 1914, pp. 215-217. (Story of German charges and their denial by the French government.)
- Durkheim, E., and Denis E. (translated by Wilson-Garinei, A. M.).—Who Wanted the War? Pp. 49-50 and footnote on p. 50. (Careful survey of contemporary German newspapers proves falsity of German charges.)
- The Lie of the 3d of August, 1914. A translation of *Le Mensonge du 3 Aout, 1914*. (Expose of German plot to make France appear responsible for beginning war. Evidence of German official. Hodder & Stoughton, London and New York, 1917.)
- XIXth Century, June, 1917. Wilson, H. W. New Light on Germany's Treachery, pp. 1204-1214—especially pp. 1210-1211 for denial of aerial attacks on Nuremberg, by officer in command of the city.

### THE PROBLEMS OF ALSACE-LORRAINE

43. How did France acquire Alsace-Lorraine?
- Hazen, C. D.—Alsace-Lorraine Under German Rule. (See bibliography below.)
- Duhems, J.—The Problem of Alsace-Lorraine, pp. 163-206.
- Blumenthal, D.—Alsace-Lorraine.
- Vizetelly, E. A.—The True Story of Alsace-Lorraine, pp. 1-197.
44. Has the German policy in Alsace-Lorraine been successful?
- Altschul, C.—German Militarism and Its German Critics. (C. P. I.)
- Wagner.—Alsace-Lorraine and the Step-Fatherland. *Atl. Mo.*, vol. 120.
- War Cyclopedia (Revised ed.).—Alsace-Lorraine.
45. How has Germany treated Alsace-Lorraine during the war?
- Curtin, T. D.—The Land of Deepening Shadow. New York, 1917. Chapter XVIII.
- Mirman, Leon.—The Bitter Experience of Alsace-Lorraine. *Atl. Mo.*, vol. 116, pp. 706-711.
- Note.—Aside from scattered allusions in the newspapers there is not much material on the subject in English. Three French accounts may be recommended:
- Florent-Matter.—*Les Alsaciens contre l'Allemagne*, Berger-Levrault, Paris, 1918. (A careful, well-documented, objective work, embodying much information not known in this country.)
- Fribourg.—*Les Martyrs d'Alsace et de Lorraine*. Librairie Plon, Paris, 1918. (Popular, but well done.)
- Perrin, Marie.—Comment on vit en Alsace apres Trois Ans de Guerre, Correspondent, November 10, 1917.
- See also War Cyclopedia (Revised ed.).
46. Do the people of Alsace-Lorraine speak the French or the German language? Do the German-speaking people of Alsace-Lorraine wish to be under German rule?
- Hazen, C. P.—Alsace-Lorraine Under German Rule, pp. 80-84.
- Vizetelly, E. A.—The True Story of Alsace-Lorraine. Chapter VII.
- Helmer, Paul.—Alsace-Lorraine and the Principle of Nationality, XIXth Cent., vol. 83, pp. 229-47.
47. What about letting Alsace-Lorraine vote on the question of belonging to France or to Germany?
- Hazen, C. D.—Alsace-Lorraine Under German Rule.
- Duhems, J.—The Problem of Alsace-Lorraine. Chapter IV.

See articles mentioned below by Helmer, Bois, Klein, Guerard, Gibbons, Davis and Creel.

48. What is the value of Alsace-Lorraine besides being so much territory?

Brooks, S.—The Real Problem of Alsace-Lorraine, *N. Am. Rev.*, vol. 200, p. 695 ff.

Gardiner, A. G.—Lorraine, the Test of Victory, *World's Work*, vol. 35, p. 252 ff.

Clark, Hamilton, and Moulton.—Readings in the Economics of War. Chicago, 1918. Pp. 64-66, 135-138, 142-145, 324.

Macfarlane, C. W.—The Economic Basis of an Enduring Peace. Philadelphia, 1918. *Conquest and Kultur*, pp. 68, 69, C. P. I. See also reference under 49.

49. What is the attitude of the German Socialists towards Alsace-Lorraine?

Creel, G.—The Lost Provinces, Ind., vol. 93.

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## EASTERN EUROPE

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83. What peace terms did Germany make with Russia?
84. Does the United States intend to stand by Russia as by France? Why?

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86. Who are the Lithuanians?

## 87. What is Little Russia?

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## RUSSIAN POLICY

## 88. Who are the Pan-Slavs? What is their significance?

- Rose, J. H.—Nationality in Modern History. New York, 1916. Chapter VI. The Awakening of the Slavs.
- Toynbee, A. J.—Nationality and the War. New York, 1915. Chapter VII, Pan-Slavism.
- War Cyclopedia (Revised ed.).—Pan-Slavism.

## 89. Was not Russia fully as much to blame for the war as Germany?

- Davis, W. S.—Roots of the War. New York, 1918. (General reference.)
- Seymour, C.—Diplomatic Background of the War. Yale Univ. Press, 1916. Chapter XI, The Crisis of 1914.
- Stowell, E. C.—The Diplomacy of the War of 1914, vol. I. Diplomatic Documents Relating to the Outbreak of the European War. Published by the Carnegie Endowment for International Peace, 1916; especially vol. II, pp. 1331-1382, the Russian Orange Book.
- Why We Are at War. Oxford, 1914. Chapter III, The Development of Russian Policy.
- Lichnowsky Memorandum. Printed in full as pamphlet No. 127 by the American Association for International Conciliation, 1918. (German testimony as to the responsibility of Germany and Austria-Hungary for the war.)
- Memoranda and Letters of Dr. Muehlton. Published by American Association for International Conciliation, 1918. Note pp. 21-27 on Russia's mobilization.
- N. Y. Times Cur. Hist., December, 1917, pp. 505-507. (An account of the Sukhomlinoff revelations, on which the Germans base their case against Russia.)



## POLAND

90. What countries now own parts of Poland? Don't you think she ought to be made a separate nation at the close of the war?

War, Labor and Peace.—President Wilson's address of January 8, 1918, p. 31, states the American policy.

Dominian, L.—The Frontiers of Language and Nationality in Europe, chapter VI.

Toynbee, A. J.—Nationality and the War. Pp. 51-80 —German-Polish frontier. Pp. 281-292—Problems of Austrian and Russian Poland. (Written in 1915, this book contemplates a union of Poland with Russia, but its survey of frontier problems applies equally to an independent Poland.)

Gibbons, H. A.—Reconstruction of Poland and the Near East. New York, 1917.

Gibbons, H. A.—The Future of Poland, in the Century, December, 1916, pp. 182-192.

Dillon, E. J.—The Polish Problem, in the Fort. Rev., March, 1917, pp. 373-388.

Rose, J. H.—The Polish Problem, in the Contemporary Review, December, 1916, pp. 715-723.

Romer, E.—Poland: The Land and the State, in Geographical Review, July, 1917.

Showalter, W. J.—Partitioned Poland, in National Geographic Magazine, January, 1915.

Phillips, W. A.—Poland. Home University Library series, 1916. (Historical setting of the Polish problem.)

## BOHEMIA: THE CZECHO-SLOVAKS

91. What will become of Bohemia after the war?

92. What is the Czecho-Slovak movement in Russia?

President Wilson's Reply to Austria's Peace Plea, October 19, 1918; states American policy.

MacAdam, G.—Czecho-Slovaks, in World's Work, October, 1918, pp. 628-634. (Good for very recent developments.)

Dominian, L.—Frontiers of Language and Nationality in Europe, chapter VII.

Monroe, W. S.—Bohemia and the Czechs. Boston, 1910. (General background.)

Capek, T.—Bohemia Under Hapsburg Misrule. London, 1908.

Seton-Watson, R. W.—Racial Problems in Hungary. London, 1908. (Covers Slovak question.)

Masaryk, T. G.—Bohemia and the European Crisis, in New Europe, January 25, 1917, pp. 33-47. With racial map on p. 64.

Wallis, B. C., in the Geographic Review:

The Peoples of Austria, July, 1918, pp. 52-65, with maps.

The Peoples of Hungary, December, 1917, pp. 465-481, with maps.

National Geographic Magazine, February, 1917, pp. 163-187. Bohemia and the Czechs.

XIXth Century, March, 1917, pp. 570-578. Future of Bohemia.

War Cyclopedia (Revised ed.).—Bohemia, Czecho-Slovaks, Austria-Hungary, etc.

Hazen, C. D., in Saturday Evening Post, October 19, 1918.

### THE SOUTH SLAV PROBLEM: THE BALKANS

93. Was not the assimilation of Bosnia-Herzegovina by Austria in 1908 consented to by the party in power in Turkey?

Davis, W. S.—*Roots of the War*. New York, 1918, pp. 421-425.

Gibbons, H. A.—*The New Map of Europe*. New York, 1914. (General reference.)

Seymour, C.—*Diplomatic Background of the War*, pp. 178-183.

Stowell, E. C.—*The Diplomacy of the War of 1914*. Pp. 20-21.

94. Why does Bulgaria want the Vardar valley?

95. Are the Jugo-Slavs Russians?

Brailsford, H. N.—*Macedonia*. London, 1906. (Early reference but still of value.)

Cvijic, Jovan.—*The Geographical Distribution of the Balkan Peoples*, with racial map, in *Geographical Review*, May, 1918, pp. 345-361.

"*Diplomatist*." *Nationalism and War in the Near East*. Oxford Univ. Press, 1915. (Very full study of the Balkan wars and the national problems arising from them.)

Dominian, L.—*Frontiers of Language and Nationality in Europe*. Chapters IX and X.

Kerner, R. J., *The Russian Revolution and the Jugo-Slav Movement*. Harvard Univ. Press, 1918. (A brief history of the movement for South Slav unity.)

*New Europe*, March 28, pp. 333-339. *Macedonian Question*. (A fair survey.)

Monroe, W. S.—*Bulgaria and Her People*. Boston, 1914. (A sympathetic study.)

Newbiggin, M. I.—*Geographical Aspects of Balkan Problems*. London, 1915.

Savic, V. R.—*South-Eastern Europe*. New York, 1918. (Serbian aspirations for South Slav unity.)

Seton-Watson, R. W.—*Southern Slav Question and the Hapsburg Monarchy*. London, 1911.

Stanoyevich, M. S.—*A New European State, Yugoslavia, in the Century*, March, 1918, pp. 687-692.

Taylor, A. H. E.—*The Future of the Southern Slavs*. Lond., 1917.

Toynbee, A. J.—*Nationality and the War*, pp. 167-216. (Brief history of the South Slavs.)

Vosnjak, B.—*Jugoslavia*, in *Nation*. N. Y., July 13, 1918, pp. 34-36.

Woods, H. C.—*The Balkans, Macedonia and the War*, in the *Geographical Review*, July, 1918, pp. 19-36.

### PORTUGAL

96. Why has Portugal gone into the war?

*Independent*, March 20, 1916, p. 411. *The Thirteenth Belligerent*.

*Nation* (N. Y.), March 16, 1916, p. 302.

*Harper's Magazine*, October, 1917, pp. 662-668, *Portugal's Object Lesson*, (Shows part played by the republic in the war.)

The text of the Anglo-Portuguese alliance treaty is given in pamphlet, *The Background of the War*, published by the World Peace Foundation, Boston, 1918.

*Geographical Review*, August, 1918, pp. 147-155, *Portugal: the Country and the People*, gives general background.

## SOUTH AMERICA

97. Will you kindly take up the relations between Argentina and Germany?
98. Is the German Ambassador still in Argentina?
99. What interest are the South American states taking in the war?

Bulletin of Pan-American Union, October, 1917. The Growing Spirit of Pan-Americanism. (Attitude of Brazil, Uruguay and Argentina to the United States.)

Luquiens, F. B.—Century, October, 1918, pp. 859-864. Latin America and the War. (Defines present attitude of various countries.)

N. Y. Times Cur. Hist., May, 1917, pp. 228-230. November, 1917, p. 244.

Review of Reviews, November, 1917. Latin America and the War.

Pan-American Magazine, November, 1917. Latin America and the War.

War Cyclopedia (Revised ed.).—Under Argentine, Brazil, Chile, Spurlors versenkt.

## JAPAN

100. Why haven't the Japanese sent troops to fight in Europe?
101. What is Japan's idea in entering Siberia instead of sending troops to the western front?
102. Why did Japan delay entering Siberia until it had the consent of other powers?

Brinkley, F., and Baron Kikuchi.—A History of the Japanese People, pp. 730-731, and appendix II, the Anglo-Japanese alliance.

Cross, A. L.—A History of England and Greater Britain, pp. 1075-1076 (foot-note), the Anglo-Japanese alliance.

Holt, L. H., and Chilton, A. W.—European History 1862-1914, p. 572, the Anglo-Japanese alliance.

International Conciliation Pamphlet No. 124, 1918, sections I, II, IV, Japanese-American agreement.

War Cyclopedia (Revised ed.).—Japanese-American Agreement.

New International Year Book, 1911.—Japan: Foreign Relations.

Outlook, January 9, 1918, p. 52 ff. Why Japan Has Not Sent a Force to Europe. March 13, 1918, p. 400 ff. "Japan to Aid Her Allies Against Germany."

Kawakami, K. K.—Japan's Attitude Toward the War, Review of Reviews, February, 1918.

103. What was the reason for the Ishii-Lansing Conference?
104. What was the result?

International Conciliation Pamphlet No. 124, 1918, The United States and Japan.

War Cyclopedia (Revised ed.).—Japanese-American Agreement.

Ladd, G. T.—In Korea With Marquis Ito. N. Y., 1908. (Favorable view of Japanese policy.)

Hornbeck, S. K.—Contemporary Politics in the Far East. (Critical of Japan.)

105. When and why did Japan take possession of Korea and Manchuria?
- Brinkley, F., and Baron Kikuchi.—A History of the Japanese People, pp. 639-731.
- Hayes, C. J. H.—A Political and Social History of Modern Europe, vol. II, pp. 582-584.

106. Has the so-called "yellow peril" ceased to exist? If not, does it exert any influence in the present war?

Abbott, J. F.—Japanese Expansion and American Policies. N. Y., Macmillan, 1916. Chapters IV, VI-VII, IX-X.  
 Iyenaga, T.—Japan's Real Attitude Toward America. N. Y., Putnam, 1916.  
 Lawton, L.—The Empires of the Far East. Lond., 1912. Vol. I, chapter XIV.  
 De Forest, J. H.—Is Japan a Menace to the United States? (American Peace Society.)  
 Literary Digest, July 28, 1917, Japan's Integrity. October 13, 1917. The Yellow Peril Made in Germany.  
 International Conciliation Pamphlet No. 124, The United States and Japan, section V, What of Our Fears of Japan?  
 Hearn, Lafcadio.—Japan, an Interpretation. Lond., 1904. Chapters XIX-XXII. (General background.)  
 Latourette, K. S.—The Development of Japan. N. Y., Macmillan, 1918.  
 Sunderland, J. T.—Amity Between Japan and America. Putnam's, N. Y., 1918.

## INTERNATIONAL LAW

107. Did the United States in refusing to forbid the exportation of munitions of war to England and France fail to fulfill its obligations as a neutral?

The question is fully answered in the following official documents:

Circular of the Department of State in regard to neutrality and trade in contraband, October 15, 1914.  
 Reply by Secretary Bryan to Senator Stone, January 20, 1915. (Point 9.) N. Y. Times Cur. Hist., vol. I, pp. 1175-1183, March, 1915.  
 International Conciliation Pamphlet, 1915, 96, I.  
 Secretary Bryan to Ambassador Bernstorff, April 21, 1915, and International Conciliation, 1915, Series No. IX, 94.  
 N. Y. Times Cur. Hist., vol. 2, pp. 449-451. June, 1915.  
 Secretary Lansing to Ambassador Penfield, August 12, 1918. N. Y. Times Cur. Hist., vol. 2, pp. 1066-1069. September, 1915.  
 International Conciliation, 1915, Series No. XI, 96, III.  
 Rogers, Lindsay.—America's Case Against Germany. New York, E. P. Dutton & Co., 1917. (Has a useful chapter [No. 6] on the trade in munitions of war.)

108. Why did the United States Government not forbid American ships to enter the war zone around the British Isles proclaimed by Germany? Why were Americans not forbidden to travel on Allied ships going into the war zone?

These questions are answered in the first Lusitania note to Germany—Secretary Bryan to Ambassador Gerard, May 13, 1915.

109. Did the English vessels, while the United States was still neutral, by flying the American flag in order to avoid capture or submarine attack, violate the neutral rights of the United States?

Rogers, Lindsay.—America's Case Against Germany, pp. 54-59, has a convenient discussion of this well-recognized practice of belligerent vessels flying a neutral flag.

110. What is meant by "Freedom of the Seas"?

For discussions as to various uses of this term see:

War Cyclopedia (Revised ed.).—Gives American, British and German views.

Sidebotham, H. D.—*Atl. Mo.*, vol. 118, pp. 161-271.

Pollard, A. F.—*Yale Review*, new series, vol. 5, pp. 310-315.

Bevan, E.—*The Method in the Madness*, pp. 92-101. New York, Longmans, 1917.

Parker, Sir Gilbert, in *N. Y. Times Cur. Hist.*, vol. 3, p. 565. December, 1915.

Reventlow, Count von (Pan-German view) in *N. Y. Times Cur. Hist.*, vol. 4, p. 59. April, 1916.

111. Was the Lusitania armed?

112. Was the Lusitania when torpedoed carrying munitions of war?

Answered in the opinion rendered by J. M. Mayer, Judge of the United States District Court in the case of "The Lusitania." Cf. Opinion, p. 3. (Distributed by the American Defense Society, 44 E. 23d Street, New York City.) Also in *N. Y. Times Cur. Hist.*, October, 1918.

For other aspects of the Lusitania case, see:

President Wilson's three Lusitania Notes.

Rogers, Lindsay.—*America's Case Against Germany*, ch. 4.

*War Cyclopedia* (Revised ed.)

And the periodicals, especially for June, July and August, 1915.

C. e. 22.

Washington, November 8, 1918.

**FROM:** Committee on Education and Special Training:  
**TO:** Institutions where Units of the Students Army Training Corps are located  
and Chairmen of the War Issues Course groups.  
**SUBJECT:** Maps for the War Issues Course and for other courses in which the Geographical Problems of the War and the Peace which is to follow have a part.

During the past year the American Geographical Society of New York has been preparing a series of base maps for the United States Government. The building of the Society has been the headquarters of the "Inquiry," an organization engaged in a study of world conditions, and especially European conditions, that bear upon the problems of the coming peace conference. Probably never before in the history of the United States has there been gathered together so large an organization of scholars for a national purpose. A large force of draftsmen and cartographers has been engaged on this task for over a year. The maps which have been prepared are not cheap and hasty productions, but carefully drawn compilations from the latest and best sources.

#### **GENERAL DESCRIPTION OF THE MAPS; THEIR USEFULNESS**

1. The Committee on Education and Special Training has been fortunate enough to secure the generous co-operation of the American Geographical Society in making available for use in the War Issues Course this unique series of maps and block diagrams of the problem areas of the world. The maps, many of which are wall-size, make in all about sixty sheets. All of the maps are on a large scale and all have been re-engraved in a series of small maps which may be ordered by the hundred or the thousand as desired for the direct use of the students. With the large base map before the class and the small maps in the hands of the students, there will be sound instruction in geographical problems. Upon the base maps lines may be drawn and colors laid to show distributions of every sort. If it is desired to show a battle line, a new state, an ethnic boundary, a rectified frontier, in short any fact which a map may display, there is a base map at hand for the purpose. No available commercial maps have the qualities which these maps exhibit and which make them so readily serviceable for the work of the colleges.

#### **PRICE OF MAPS; OPPORTUNITY FOR EXAMINATION**

2. The maps will be sold in complete sets at the nominal price of twelve dollars (\$12.00), carriage prepaid (which price merely covers the cost of manufacture). The prompt possession of these maps is so important to the War Issues Course that the Committee on Education and Special Training has directed the American Geographical Society to send a set on approval to

each institution maintaining a unit of the S. A. T. C. Institutions should either return the set within a few days or remit the sum of twelve dollars (\$12.00) to the American Geographical Society, Broadway and 156th Street, New York City. As many additional sets as are wanted may be ordered direct from the same address. It is hoped that the larger institutions will order several additional sets, for the Committee believes these maps to be essential to the proper conduct of the War Issues Course and of other "war courses" in history, economics and government. Moreover, it is believed that the maps will promote instruction in the objects and terms of peace, in reconstruction to follow the war, and in world problems of every kind in which the United States will inevitably be involved in future years.

#### USE OF FUNDS

3. With the funds received from the sale of these maps other maps will be drafted and engraved and thus the series kept almost up to the minute. In this way, every college in the country may carry on a connected series of map studies and put instruction in geography on a high scientific plane.

#### DESCRIPTIVE MATTER

4. Later in the year the Committee will follow up the maps with descriptive matter which will enable each instructor to modify the base maps now supplied with fresh and timely material. The maps should be regarded as a first step in a series of geographical publications which will be carried out through the co-operation of the Committee and the American Geographical Society.

#### CORRESPONDENCE REGARDING MAPS

5. All correspondence about the maps listed and described below<sup>1</sup> should be addressed to Dr. Isaiah Bowman, Director of the American Geographical Society, Broadway and 156th Street, New York City.

Committee on Education and Special Training,  
By Frank Aydelotte,  
Director of War Issues Course.

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<sup>1</sup>The detailed description of the maps one by one which was printed in the original circular is here omitted. It may be obtained by addressing an inquiry to Dr. Bowman.

C. e. 24.

Washington, November 30, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Instructors in War Issues Course.  
**SUBJECT:** Facilities for future courses on problems of the War, the Peace Conference, and Reconstruction.

Information received by the Committee indicates that after the demobilization of the S. A. T. C., various institutions will continue to give courses of the same general character as the War Issues Course, dealing with the war, the Peace Conference, and problems of reconstruction. The purpose of this bulletin is to provide a convenient record and reference list of facilities which exist for the provision of materials for such courses. The most important source of material must always remain the initiative of commercial publishers, authors, and editors. A number of volumes especially prepared for the War Issues Course will soon be placed on the market. But in addition to material provided in this way, it seems important to call attention to supplementary matter which is available outside of the ordinary commercial courses.

#### **PLAN**

1. Had the S. A. T. C. continued, it was the intention of the Committee to ask that the second term of the War Issues Course be based upon some standard text on Government as originally planned, but that it include some discussion of the problems of the Peace Conference and of the formation of a League of Nations. The Committee then intended to alter the course in the third term so as to place the emphasis primarily on problems of reconstruction. The materials now being organized will be adapted to plans of this character.

#### **NATIONAL BOARD FOR HISTORICAL SERVICE**

2. The National Board for Historical Service, which has already done useful work in collecting and arranging materials for the War Issues Course, will continue its activities in this direction. Institutions which wish to do so may make use of this body as a clearing house of ideas. This Board will be glad to receive suggestions from men who are giving courses on the war as to materials needed, and it expects in turn to stimulate various individuals to undertake pamphlets, bibliographies and syllabi, which in its judgment would be useful to institutions giving courses of this general character. Correspondence on this subject should be addressed to Vice-Chairman Dr. Joseph Schafer, Woodward Building, Washington, D. C.

#### **WORLD PEACE FOUNDATION**

3. A series of pamphlets planned by the World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass., will be carried forward regardless of the future of the S. A. T. C. The first of these pamphlets, "German Attempts to Divide



Belgium," by Professor Becker of Cornell University, is now ready. Other pamphlets now available from the publication list of the Peace Foundation are, "The Monroe Doctrine after the War" by George Grafton Wilson, "What We Are Fighting For" by President Wilson, Ex-president Taft, and President Lowell of Harvard University, "War Aims of Belligerents as Elicited by Russia's Attempts to Secure a General Peace," "The Background of the War," "A Historical Light on the League to Enforce Peace." Lists of other pamphlets available and forthcoming will be issued by the World Peace Foundation from time to time. A bibliography of problems of the Peace and of Reconstruction is now being prepared by the National Board for Historical Service and will soon be issued by the World Peace Foundation. In addition to the above, bulletins C. e. 17, "Bibliography No. 1," and C. e. 21, "Questions on the Issues of the War," which have been sent out by the Committee on Education and Special Training, may be obtained from the World Peace Foundation as long as the supply lasts.

#### **PUBLICATIONS OF THE COMMITTEE ON PUBLIC INFORMATION**

4. The domestic activities of the Committee on Public Information have ceased, and the remaining stock of their publications has been turned over to the Committee on Education and Special Training. These publications will be distributed for the Committee by the World Peace Foundation and may be obtained by the colleges, as long as the supply lasts, with no charge except for carriage. A list of the publications available will be sent out by the World Peace Foundation as soon as the pamphlets are received.

#### **CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE**

5. The Committee has recently sent to the Chairman of the War Issues Course in each institution pamphlets numbered 3 to 20 in the International Law Series of the Carnegie Endowment. Additional copies of these and other publications of the Endowment may be obtained from the Secretary, 2 Jackson Place, Washington, D. C.

#### **AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION**

6. Various publications of this Association have already been sent to instructors in the War Issues Course. Additional copies may be obtained from the Secretary of the Association, Sub-station 84, New York City.

#### **OTHER AGENCIES**

7. Other materials valuable for courses of this nature may be obtained from the League to Enforce Peace, 130 W. 42nd Street, New York City, and from the National Security League, 19 W. 44th Street, New York. Both organizations will be glad to co-operate with educational institutions in furnishing information concerning their work and publications which may be advantageously used by classes. Professor Albert Bushnell Hart is now

engaged in preparing a handbook of materials on the war especially chosen for use in secondary schools. This handbook will be printed by the National Security League as soon as ready.

#### **METHOD OF OBTAINING THESE MATERIALS**

8. Members of the Faculties of the various colleges and universities who are interested in obtaining such materials as are issued should apply directly to the various organizations mentioned. Making a request for the materials involves no obligations whatever as to their use.

#### **SUGGESTIONS**

9. The Secretary of the World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass., or the Chairman of the National Board for Historical Service, Woodward Building, Washington, D. C., would be glad to receive suggestions from any source as to materials needed by the colleges in conducting such courses as they choose to give on the war, the peace conference, and the problems of reconstruction. The result of such suggestions will be to put into circulation the best ideas on these subjects and to preserve some element of co-operation between the institutions attempting to meet the need of the country for instruction concerning the great national and international problems which confront our democracy as a result of our participation in the war.

Committee on Education and Special Training,  
By Frank Aydelotte,  
Director of the War Issues Course.

Washington, December 12, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Librarians of Institutions which Maintained Units of S. A. T. C.  
**SUBJECT:** Descriptive Circulars of the War Issues Course.

1. At the suggestion of Mr. W. W. Bishop, in charge of the S. A. T. C. Section, Library War Service of the American Library Association, descriptive circulars of the War Issues Course are sent herewith to libraries of all institutions which maintained units of the Students Army Training Corps.

2. The attention of librarians is particularly called to the letter of November 30th (C. e. 24) mentioned below. This bulletin, together with the supplement which will be issued later, provides a convenient record and reference list of facilities which exist for providing many kinds of valuable materials for courses on the war, the peace, and reconstruction. Suggestions and materials for such courses may be secured from any of the organizations listed in this bulletin and in particular from the National Board for Historical Service, and the World Peace Foundation. Librarians who are interested in obtaining such materials should apply directly to the organizations mentioned. Correct addresses are given in all cases.

3. The following circulars accompany this memorandum:

a. Letter of June 21st: This letter authorizes the inclusion of a brief War Issues Course in the technical and military program designed for the men of the Vocational Section (Section B) of the Students Army Training Corps.

b. Letter of June 27th: This letter, in the form of preliminary instruction, gives a brief syllabus of the contents of the course, and suggests methods of conducting it.

c. List of typical questions asked by the men of the Wentworth Institute Vocational Section, together with the comments of the men on the value of the course.

d. Letter of September 10th (C. e. 12): This letter authorizes as an integral part of the work of all men of the Collegiate Section (Section A) of the S. A. T. C. the inclusion of a course on the remote and immediate causes of the war.

e. Letter of September 18th (C. e. 13): This letter gives suggestions for the organization of the course and indicates in a general way the ground to be covered in the work of the first term.

f. Bibliography No. 1 (C. e. 17): This bibliography, which is mainly historical, was designed to encourage institutions to provide library facilities for the War Issues Course.

g. Questions on the Issues of the War (C. e. 21): This pamphlet is made up of questions on the war, asked by the men in the Vocational Sections of the S. A. T. C. during the summer. More than 40,000 questions were received by the Committee. The pamphlet contains a selection of the most

significant of these questions, together with reference to books in which answers to the questions may be found.

h. Maps of the Problem Areas (C. e. 22): This circular contains a general description of the maps prepared for the House Inquiry and which were made available for use in the War Issues Course. These can still be obtained by institutions or individuals interested, through the co-operation of the American Geographical Society, Broadway and 156th St., New York City.

i. Letter of November 30th (C. e. 24): This letter outlines the facilities provided for the voluntary continuation of the War Issues Course or for courses of the same general character on the problems of the war, on the peace conference, and national and international reconstruction. (See paragraph 2 above.)

Committee on Education and Special Training,  
By Frank Aydelotte,  
Director War Issues Course.

APPENDIX B  
REPORTS OF DISTRICT DIRECTORS  
COLLEGIATE SECTION

Cambridge, Mass., January 3, 1919.

FROM: Clifford H. Moore, District Director War Issues Course, District 1.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

I beg to submit herewith my final report as District Director of the course in War Issues in New England.

In October and November last I was able to visit all the thirty-one institutions in New England having the S. A. T. C.; in a number of cases I made a second visit. Nearly all the institutions had adopted the general plan suggested by the Committee on Education and Special Training for the first two terms of the year, viz., the autumn term was given to History, and the winter term was to be given to Government. The third term had not been definitely planned in most places, for many were inclined to favor other subjects than the two suggested. A few institutions made interesting departures from the general plan. Williams' College, for example, chose to give Government in the first term; at Amherst College one course was planned for sophomores and upper classmen, another for new comers; Dartmouth College chose to take up the matter by countries, studying, during the autumn term, Great Britain and Germany—a plan which was carefully prepared and executed with great enthusiasm and success.

The course on War Issues, in common with the other work of the S. A. T. C., suffered from many difficulties during its short life. These difficulties arose from the influenza which caused a loss in some institutions of more than a month; the crowded conditions of the entire schedule; and the interference by the military officers with the time set apart for study and recitation. This last difficulty was slight in some institutions where the co-operation between the military and academic authorities was hearty; but in others it was serious. Yet the course seemed to be regarded as a valuable one, whose worth would have become more evident if the end of hostilities had not happily come so soon.

The hearty co-operation between the different departments in giving this course was most gratifying. In some of the larger institutions representatives of eight or nine different departments, including some of the ablest and most eminent teachers in those institutions, were allied in the teaching staff.

Finally I wish also to express my personal appreciation of the cordial spirit which every one, with the exception of a single individual, displayed toward the purposes of the Committee and the visits of the District Director.

Schenectady, N. Y., December 14, 1918.

FROM: W. E. Hocking, District Director War Issues Course in District 2.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

#### I. GENERAL DATA

Of the thirty-one institutions in this district I had visited and reported on twenty-six at the time I was obliged to retire from service. Since that time for the sake of record I have reported on Union College in which I have been taking a subordinate part in the instruction in the War Issues Course.

Of these 27 institutions, I should regard seven as doing the War Issues work in an excellent manner, showing a certain initiative and imagination, over and above the plans of the Committee, namely: Columbia, Cornell, Hamilton, Hobart, Princeton, Rutgers, Union.

Six others seemed to be doing very good work, namely Alfred, City College, Brooklyn Polytechnic, Fordham, Syracuse, and St. Johns.

Eleven were barely complying with requirements; and three were failing to do as much.

Institutions not visited: New York Homeopathic Medical, Long Island College Hospital, Rochester, Rensselaer Polytechnic Institute, St. Stephens. I understand that the New York Homeopathic unit was withdrawn.

#### II. NATURE AND VALUE OF INSPECTION

As compared with the corresponding course in the B Detachments, the A Detachments' War Issues Courses were more extensive, complex in program, numerous in staff, and variable from institution to institution. Where there were several men engaged in the lectures, there was little to be gained from hearing a lecture by one of them; whereas in the B Detachments, this was an important part of the visit.

The inspection in the present case consisted therefore chiefly of an inquiry from the professor in charge of the course regarding the plan and methods of instruction, and a gathering of general impressions of the institution as a whole, and its attitude toward the course. As a basis for report, I feel that this survey was necessarily very superficial and unsatisfactory.

But in the work of the Director, I came to regard the report itself as the least valuable element. There were always questions to be answered, and mistakes of conception or plan that could be corrected on the spot. More than this, the communication of the spirit of the whole undertaking, suggestion, and encouragement during a period of unusual difficulty, owing largely to causes beyond any one's control (such as the epidemic and the constant changes of general plan) were, I felt, of great value.

Besides this, and perhaps most important, the traveling Director, as representative of the Government rather than of the local office, constituted the

tangible personal link with the national undertaking. The colleges of this district, and probably of the others, have gained an important element of self-judgment in aligning themselves in a common task, with common standards. It is true that the institutions are so diverse in character that the Director could not apply to one the measure appropriate to others; and indeed his own standard seemed to shift from place to place. But it was still a working factor in the event of his visit that he brought a knowledge of what other colleges were doing, and what the Committee desired, and that some common, if vague, principle of estimation would be applied to their work.

If such a common supervision, provided it were sympathetic and conscious of the future as well as of the present, could be continued for a period of years, it would be an inestimable force in securing the growth of our backward institutions toward competence, in wiping out provincialism, and in keeping alive the sense of responsibility of every educational plant to the nation at all times, whether of peace or of war.

It goes without saying that the Director himself found the experience of visiting these various colleges profitable and exhilarating beyond easy measure.

### III. OBSERVATIONS

While the entire experience of the colleges with the S. A. T. C. was too short and restless to form a basis for firm educational inferences, there are vigorous reactions, both on their part and on the part of observers, which at least suggest conclusions, and which will inevitably guide the next steps in the absence of any other regulators.

1. The experience of combining military and academic work has not been nearly so satisfactory in the case of the college work as in that of the B Detachments. This is due in part to the greater ambitiousness of both parts of the program, and in part to their greater contrast. The complete responsibility of the Commanding Officer, usually having his first independent command, was hard to combine with the divided and undefined authority of the joint undertaking. Only an entire year's work with opportunity to ease the points of major friction would justify any conclusions about the worth of this combination. Most colleges spoke with enthusiasm of the physical improvement of the students.

2. The compulsory and limited program has had a refreshing effect of simplifying and proportioning the curriculum in various over-ramified elective-system colleges.

It ought to have some permanent effect in calling attention to the fact that there are, after all is said, some essentials of a college course, some matters which colleges owe training in, as a duty, to those whom they under-

take to fit for citizenship. It ought to burn up much of the rubbish of elective courses, and thus at the same time relieve the awful burden of imitation and pretence that weighs upon the smaller institutions.

At the same time, various of the "literary" colleges have had a wholesome reminder of their deficiencies on the side of physical and natural science.

3. The War Issues Course has made a few convinced friends in its character as a concrete center for various abstract disciplines, such as politics, philosophy, and letters.

4. It has also demonstrated, in a still wider circle, the fact that the interests common to various departments may be more vital than the territory proper to any one of them alone; so that the "departmental" system is always threatening to omit the best elements of a curriculum.

The practice already achieved in co-operation across departmental boundaries will form a precedent for further enterprises of the same kind. In most cases it will leave a pleasant taste in the academic mouth.

At the same time, in proportion to the amount of co-operation involved, the machinery of such a joint course becomes complex and the instruction expensive.

5. The "intensiveness" of the instruction, in War Issues and in other parts of the curriculum, has brought results that are revealing, and yet, this feature of the job has made few friends. It is regarded as a more or less abnormal tour de force, valid for war purposes, but impracticable and undesirable under usual conditions.

This is not wholly due to any love of slackness, nor any under-valuing of snap and "pep," so far as this has been induced by the military atmosphere. It is due to the backwash of feeling of superficiality and loose-ends which has gone with the speed.

It will be of great importance, in further digesting this experience, to distinguish these contrasting incidents of intensive training.

6. Every Director must have observed the difficulty in steering a just course between over-guiding and under-guiding the colleges.

The volume of direction that reached them would not have been too massive had it been entirely self-consistent, however, a quality which could have been ensured only if much more than the available time could have been spent on plans.

The outstanding impression in my mind, on this point, is the endless appetite everywhere for direction, or for suggestion which could be used as something to depart from. I would therefore end this report with an earnest and reiterated appeal to the Committee to send to all the colleges fairly full suggestions for possible ways to continue the War Issues Courses. Under present circumstances there could be not the slightest chance that such suggestion would be regarded as a pressure of authority.



Philadelphia, Pa., December 5, 1918.

FROM: W. E. Lingelbach, District Director War Issues Course, in District 3.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

**SUCCESS OF THE WAR ISSUES COURSE THROUGHOUT  
THE THIRD DISTRICT, QUALIFIED BY EXTERNAL DIFFICULTIES**

The War Issues Course in the third district was meeting with marked success when the signing of the Armistice injected a certain degree of demoralization into the work which naturally increased when the order for the demobilization of the S. A. T. C. was sent out. But for this I am convinced it would have established itself on a permanent basis, though in a slightly modified form, in the majority of the institutions of this district. That this is so is the more remarkable because conditions throughout the district were uniformly unfavorable to the satisfactory inauguration of the course. With the confusion necessarily attendant upon the introduction of so radical and sweeping a change as the S. A. T. C. into the life of the colleges, there was added early in October the epidemic of influenza. As a result, most of the institutions were closed by order of the health authorities of the State, while those like the University of Pennsylvania which did continue its academic work as usual, found classes depleted and good work very difficult. In many cases, as at the University of Pittsburgh and the Carnegie Institute of Technology, the quarantine was not lifted till the twelfth of November, when academic work was finally resumed. A further difficulty appeared in many of the institutions because of the failure of the military authority to carry out its part of the program. In some institutions this appeared in the form of a persistent encroachment on the time allowed for academic work; in others in a lack of discipline which was even more serious in effect upon the War Issues Course. It showed itself particularly in the absence of control over attendance at classes, and inadequate care for the supervised study periods. As a result, the attendance for a part of the time, especially after the signing of the Armistice, was very irregular in a few of the larger institutions, absences varying from twenty to forty per cent. That the course has been voted a success in spite of this almost insuperable obstacle from without, is to my mind a remarkable tribute to its inherent strength.

**PLAN OF WORK AND CO-OPERATION WITH THE  
STAFF OF THE DISTRICT EDUCATIONAL DIRECTOR**

District Headquarters for the Third District were rather late in getting adjusted because of the removal from Lafayette College to Philadelphia during the early weeks of October. My own connection with the War Issues dates from the New York conference on the fourteenth and fifteenth of October. Since that time between thirty and forty institutions have been

visited, while the remainder have been inspected with respect to War Issues by one or other of the District Educational Director's staff, with whom I have co-operated wherever possible. In addition to this I have been in correspondence with all the professors in charge. In most instances they have sent in outlines, list of texts and other aides used in the course, size of classes and the sections, and the names and departments of the professors teaching in the course. For these and reports of inspection, etc., see separate reports made from time to time, on file in Washington. From this I have been able to form a fairly clear idea of the status of the work, pending the time when I could arrange for a personal inspection. For three weeks I had assisting me in the capacity of Assistant District Director, Dr. Joseph Cullin Ayer, Jr., with whom I had mapped out the field-work for the period after the first of December in such a way that we would have covered all of the institutions in the course of the next three weeks.

#### POLICY

In general I adopted at the outset the policy of keeping in mind, particularly during the early stages of the work, the general plan and personnel connected with the course rather than the work of particular instructors in the class-room. This I felt would better come later, after the process of organization and the ground work had been properly laid. In this way I believe there have been established very cordial relations and co-operation between the district office and the various War Issues Units. As a rule I succeeded in having a conference with the War Issues group sometime during my visit to the institution. Not infrequently the Dean and the President were present for a short time, and in some instances the Executive Officers became the most enthusiastic advocates of the course. Thus Chancellor McCormick, of the University of Pittsburgh, writing a few days after my visit, says:

"I have conferred with Mr. Manley, and at the earliest moment we shall have a general meeting of the faculty and students in War Aims Courses, at which as you suggest I shall make the opening address."

Major Bayles and President Sparks, of State College, both agreed to impress their unit with the importance and possibilities of the course, and Dean Blaisdell, with his colleagues, undertook a complete reorganization along the lines suggested in your later communications and my letters.

The work has gone forward without serious friction. In a few institutions I was able to bring about important changes without referring to Headquarters at Washington. In some instances supervision had very beneficial effects in toning up the work of the Social Science group and in protecting instructors from an excessive number of hours of teaching.

#### CONFERENCE ON WAR ISSUES AT PITTSBURGH

A conference on the problems of the War Issues Course was held at Pittsburgh on November 30th, in connection with the Educational Association of Western Pennsylvania, at which I presided and presented certain phases of the subject. Nearly all of the institutions of the western part of the State and some from West Virginia were represented. Addresses were made by Professor Freeman of Westminster, Professor Chitwood, of the University of West Virginia, President Sparks of State College, Professor Gibbs of the University of Pittsburgh, President Wallace of Westminster, Professor Thurston of Carnegie Institute of Technology, President Keith of Indiana State Normal School, and Chancellor McCormick of the University of Pittsburgh.

Approval of the course was unanimous, as was the hope that it might be continued on a voluntary basis. My statement that Director Aydelotte expected to send out in the near future bibliographical material and a tentative syllabus for the later phases of the course, namely problems of peace and reconstruction, was received with much satisfaction.

#### ATTITUDE TOWARD THE COURSE

The attitude of the various institutions toward the War Issues Course in the Third District is found in part in the preceding paragraphs. Speaking more definitely on this subject, however, I would say that approximately eighty per cent of the institutions have in some way or other expressed their satisfaction with the course, and a large percentage of those with whom I have conferred after it was known that the S. A. T. C. would be abandoned, expressed a desire to continue the course on a voluntary basis. This is particularly true of the technical schools, many of which have been enthusiastic over the advantages of such a course as a permanent feature of their curricula. The statement has been made to me frequently, by the Deans of these schools, that in view of the fact that their roster is very much crowded by the pressure of technical requirements they can afford but very few hours for cultural subjects. The courses along these lines heretofore offered have as a rule been too narrow in scope. The War Issues Course, on the contrary, they agree, is much broader in its content and plan and embodies those constructive and synthetic elements so conspicuously lacking they claim in the more segregated courses in History, English and Economics, etc., given by the respective faculties of the college.

#### FUTURE OF THE COURSE

Evidence that it is to be carried on in many institutions on a voluntary basis in a somewhat modified form reaches me constantly. Thus State College, University of Pennsylvania, University of Pittsburgh, Muhlenberg College, etc., are all taking definite action on the subject, either through the

Board of Deans, or vote of the faculty. In some instances there is a strong tendency to turn the course over to the Departments of History, Politics and Economics. This means breaking it up into several courses. Where appropriate I strongly urged the continuance of the co-operation of the groups in English and Philosophy. How far the War Issues group and the machinery for handling the course properly in the different institutions can be kept together it is impossible to say. In several cases professors in charge of the course have informed me that the demands of the regular curriculum, to which their institution was returning, upon the time of some of their best men would be too heavy to make their further co-operation in the War Issues Course possible. In all such instances the difficulty of keeping central direction and an organization together is obvious and the tendency towards breaking the course up into its component parts, each given by the particular department to which it most nearly belongs, is very strong.

#### **NEED FOR SUGGESTIONS AND MATERIALS ON PROBLEMS OF PEACE AND RECONSTRUCTION**

Whatever form the War Issues Course takes in the institutions of this district, I can say positively, there is considerable anxiety and perplexity among instructors in the work over the difficulties of the reconstruction phase of the course unless materials and some suggestive guidance is furnished. The demand for syllabi, texts, bibliography, etc., on peace problems and reconstruction is general, and the promise of facilities along these lines, made in C. e. 24 which has just reached me, is therefore most timely and to the point. No effort should be spared to carry out this part of the work.

In conclusion, I wish to bear testimony to the enthusiasm and spirit of co-operation on the part of the professors and committees in charge of the War Issues Course throughout the Third District.

Raleigh, N. C., December 23, 1918.

FROM: J. G. de R. Hamilton, District Director of the War Issues Course, District 4.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

I became District Director of the War Issues Course for the Fourth District on October 21, but on account of the illness and death of President Graham I was unable to go to Washington for instructions until October 30. My work of supervision therefore may be said to date from that time.

In this district there are forty-nine institutions which had units of the Students Army Training Corps. All of these but two are listed in the handbook which accompanies this report and need not be mentioned specifically in this connection. The two omitted, Emory College, Oxford, Georgia, and the Medical School of the University of Georgia, located at Macon, did not come to my attention until late in the period of my connection with the work, and neither was visited by me.

Prior to the order for demobilization, I visited the following institutions: Trinity College, Elon College, North Carolina State College of Agriculture and Engineering, Atlanta University, Oglethorpe University, Georgia School of Technology, Atlanta Southern Dental College, Morehouse College, Mercer University, University of Georgia, North Georgia Agricultural College, Wofford College, University of South Carolina, Newberry College, Presbyterian College of South Carolina, Furman University, Davidson College, Biddle University, Wake Forest College, University of North Carolina and Shaw University. After the order for demobilization, I visited Randolph-Macon College, Virginia Medical College, Washington and Lee University, Richmond College, Virginia Military Institute, University of Virginia, Virginia Polytechnic Institute, William and Mary College, The Citadel, College of Charleston, Clemson College and University of Florida. I have thus visited and filed reports upon thirty-three of the institutions in this district. I also visited for a second time, in the interest of the continuance of the course, the University of North Carolina, University of South Carolina, Wofford College and the University of Georgia.

Speaking in general terms, I was much pleased with the conception of the nature and purpose of the course which the various chairmen and such others of the instructors as I met seemed to have. In only a few cases was there any reason for criticism in regard to this vital matter. Again, speaking generally, the organization of the course was good throughout the district, and in few instances were changes necessary. As a rule, the outline of the Committee was followed closely, and where departure from that was made, the work was so shaped as to carry out the purpose of the course.

I have found sincere enthusiasm for the course and a realization of its possibilities general among instructors and also among other members of

the faculties. In many institutions a number of departments were concerned in the work and a fine spirit of co-operation was manifestly present. In such institutions this was felt to be one of the outstanding features of the course and one which will probably lead to very important results in the future.

In respect to accomplishment, it is difficult to make any accurate statement. The difficulties of induction, the pressure of military duties, the influenza epidemic, and the signing of the Armistice all combined to make academic work highly difficult. Opinions vary among instructors as to the amount and quality of the work done in general by the men, but there is almost complete unanimity of opinion, that probably the best work done was in the War Issues Course, and that, leaving out of consideration any question of how much was acquired in the way of definite information, the influence of the course in the direction of broadening the outlook of the men, giving them a new viewpoint, stimulating their interest in contemporary world affairs, and arousing their enthusiasm was very great. How far this is true will best be judged when it is seen to what extent the course is elected during the coming quarters in such institutions as continue it. I feel strongly, after getting a fairly clear view of the situation, that the institution of the course has been in many ways the most interesting educational experiment attempted in this part of the country within a generation, and that it is certain to be fruitful of good results.

How great the success has been from the standpoint of the colleges, is to be gathered from the fact that a large majority of the institutions are to continue it for at least the rest of the academic year. In the fourth district, at least, it is, generally speaking, the sole survivor of the Students Army Training Corps innovations.

I cannot close this report without an expression of appreciation of the kindness and courtesy of the men who have conducted the course in the various institutions. To be thrown into contact with them, even for so brief a time, has been an experience which I should be sorry to have missed. In every way they have co-operated to make my work simple and successful.

Nashville, Tenn., December 16, 1918.

FROM: M. L. Bonham, District Director War Issues Course in District 5.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

Permit me to submit the following report on the working of the War Issues Course in the Fifth District S. A. T. C. for the period October 1st to December 15th.

This district was composed of the States of Alabama, Kentucky, Mississippi and Tennessee, and included forty-six institutions with collegiate military sections. Forty-two of these were institutions for whites and four for colored. Five of the white institutions had naval units also and five had vocational sections. In addition there was one institution (Tuskegee) having a vocational section only.

Of these forty-seven institutions it was my privilege to visit forty-four. The only collegiate ones omitted were the Mississippi A. & M. College, which I had inspected during the summer, and the Talladega College, a colored institution with section A only. The reports of the Assistant Educational Directors who visited these institutions, indicate that the War Issues Course was in good shape in both. Tuskegee I found in excellent shape last summer, but was unable to visit it again this fall without neglecting some of the newer units. I have tried to keep in touch with all of these institutions by correspondence.

On arriving in Nashville early in October I issued a circular letter (October 7th) to the War Issues Instructors, explaining the plan of the course and requesting an outline of the course as each planned to give it. Most complied promptly and these outlines were either approved by me, or sent back for correction, after which they were approved. On October 29th, I issued a second circular defining the minimum work of the course. After the order for demobilization came I issued a third letter (November 30th) urging that the course be made permanent, and at least that it be continued the rest of this session. Copies of all three of these letters have been filed with your office.

My correspondence and inspections revealed that a fine spirit of co-operation with the plan of the Committee on Education and Special Training characterized the institutions in this district. The utmost effort was made by most of them to make the War Issues Course a vital part of the students' work. In most institutions the Professor of History was in charge; next in frequency (and in efficiency) came Professors of Philosophy and Classic Languages. Where more than one man gave the course several departments were represented and a fine spirit of co-operation prevailed. Nearly everywhere I found the course being well given, and much appreciated by

both students and faculty. The instructors showed a splendid attitude with regard to criticisms and suggestions. This attitude convinces me that had the course continued as planned, it would have been a signal success.

Since the order for demobilization, my efforts have been mainly directed to procuring the continuation of the course, for this session at least, if not permanently. Nearly every institution has pledged itself to continue the course through the current session, and the attitude towards making it a permanent feature of the curriculum is favorable. I have also been urging the colleges to send the chairman of the War Issues Course to the approaching conference of the American Historical Association at Cleveland.

It is to be regretted that the S. A. T. C. experiment could not have continued until the end of the session, as the work of the first term was much hampered by the influenza epidemic and friction between the military and academic authorities. Nevertheless, certain positive results have been achieved by the War Issues Course.

First: A greater interest in history has been evoked on the part of the students.

Second: Many instructors have been jarred out of the ruts into which they had gotten.

Third: The calling in of instructors from several departments has tended to break down departmental isolation, and has stimulated the spirit of co-operation, which should have permanent and beneficial effects on academic work.



**FROM:** F. S. Bogardus, District Director War Issues Course, District 6.  
**TO:** Frank Aydelotte, Director War Issues Course.  
**SUBJECT:** Summary Report on War Issues Course.

### INTRODUCTORY STATEMENT

The purpose of the course, as I understood it, was to give the students a fairly complete and accurate knowledge of the causes of the war, how the United States got into it, and what the free nations of the earth intended to accomplish in it and through it. But mere knowledge itself was not all the aim. There was a desire to arouse a feeling of personal responsibility for a victorious ending of the war as a struggle between right and wrong. I wanted to have the work done in such fashion that every student would become possessed of an overmastering desire to take some action, to do something for righteousness' sake. This was the idea I tried to impart to the various instructors as I went about the district.

### NATURE OF THE COURSE

An attempt was made to make the course truly liberal in the broadest sense of the word. The fact that they were about to become identified with a great world movement, one that involved the welfare of the whole human race was kept before the young men and it had an immense compelling power. To a very large extent, the War Issues Course, in this sense, took the place and performed the function of the humanistic studies of the curriculum. There was a real release of the finest human spirit in the presence of a noble ideal.

### ATTITUDE OF THE INSTRUCTORS

There was a splendid spirit of willingness and co-operation on the part of the instructors. In some cases the equipment of the institution was inadequate but the instructors made maps and bought books with their own funds and by a spirit of devotion succeeded admirably with their courses. There is no question that the instructors felt that they were serving the great cause of establishing human liberty. It is not too much to say that they were the greatest factor in the success of the course.

### EQUIPMENT

Most of the schools were fairly equipped with maps and books for the work. Some were well equipped while others had very little in this line. An effort was made to increase the stocks of this latter class and a marked improvement was noted in this respect. The result is that these schools are now better equipped for history work than ever before and the grade of their instruction should accordingly be raised. In this respect the schools certainly have benefited by the course.

### **INTENSITY**

The intensity of effort on the part of instructors and pupils was noticeable. The work had to be done in a certain limited time and that time was much less than what they were accustomed to for ordinary college courses. It was a revelation to teachers and pupils as to what could be done by concentrated and purposeful effort and it should serve to set new standards for college work in the future.

### **SIGNIFICANCE OF THE COURSE IN CONNECTION WITH THE COLLEGE CURRICULUM**

The fact that several departments usually co-operated in giving the course is a matter of considerable importance. Departmental isolation has been a distinct drag upon the efficiency of our colleges. Instructors have been in the habit of thinking of the welfare of their institutions in terms of their departments to such an extent that the institutions have suffered. The War Issues Course compelled them to think and act outside the field of strict departmental interests for a common cause. It is to be hoped that other courses of a similar nature given in the same way will become a settled part of the college courses of the future.

### **ATTITUDE OF THE DISTRICT DIRECTORS**

In visiting schools giving the course, my thought was to interpret to the instructors as accurately as possible the purposes and ideals of the National Director at Washington. A few minutes of personal conference usually served to clear away misunderstandings and uncertainty. My whole thought in dealing with the instructors was to make our conference constructive in character. Helpfulness and kindly suggestions was the key-note rather than adverse criticism. It was always safe to assume that the instructors were anxious to do the work in the most effective way possible and if it was not being done in that way a friendly conference would reveal the cause. Then it could be remedied. I found this plan of action to be the most satisfactory.

### **SUCCESS OF THE COURSE**

Measured by the purpose of the course and making due allowance for the disturbing influence of the influenza epidemic it is not too much to say that the course was notably successful. The interest of the students grew day by day as the course developed. A thought often expressed to me by college authorities, as well as by the Commanding Officers, was that the War Issues Course was the most successful of the academic courses given. The fact that so many of the schools are planning to continue the work during the remainder of the year is evidence of its success. I have talked with dozens of young men who have had the course and they almost without exception expressed the highest appreciation of the action of the government in providing the course and of what it did for them.

Chicago, Ill., December 6, 1918.

FROM: James H. Tufts, District Director War Issues Course, in District 7.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

I present the following general report upon the thirty-six institutions visited in the seventh district.

1. Considered in reference to their main purpose as indicated in C. e. 12, the War Issues Courses have been in large degree successful. Institutions have selected good men—probably in most cases, their best men—to give the course. Considerable co-operation by committees in planning the course has been evident. Instructors have regarded their task as a welcome opportunity for patriotic service. In the larger institutions those in charge of the course have devoted practically their whole time to it. The suggestions originally made in C. e. 12, and C. e. 13, were cordially accepted and closely followed. The materials sent out made it possible for men not trained in history to work out a creditable plan of reading. The general testimony of instructors and of administrative officers has been that the students were unusually interested as shown by their attention and their questions.

2. Tested not by the effects on morale but by ordinary academic standards of actual mastery of facts and theory, the results as thus far apparent are less uniformly satisfactory. The larger institutions find the work done by students unsatisfactory; the smaller institutions are better satisfied and see no reason why credit cannot be given as justly as for any other course.

The causes for the disappointing results of the course—measured by academic rather than patriotic standards—are many, but they may be grouped under four heads.

1. Influenza. This for the most part was not a serious interference at the smaller institutions since they seem to have been able to keep it in control; it was a serious handicap at the larger institutions.

2. Cases for which the institution was largely responsible—or at least, would have been under ordinary conditions. These causes may be classed as inadequate facilities, but the lack of time available and the desire of the institutions to do their best to help the government in an emergency, excuse much. Such causes were:

- a. Insufficient accommodations for study.
- b. Insufficient provision for mess helpers which involved the use of students. (Houghton reports "No absence on account of K. P."; the large institutions an indefinite number of such absences.)
- c. Insufficient teaching force to handle the course except largely by the lecture method. Despite the extraordinarily fine courses provided at Ann Arbor, Madison, Chicago, Urbana, the average freshman, and particularly the below-average freshman, is likely to get a weak grip on material thus pre-

sented, as compared with material studied in a text and discussed three times a week in small sections. The very richness of the banquet has probably caused some indigestion.

3. Causes due to the military situation or military authorities, such as:

a. The presence of a considerable number of low-grade scholars not prepared or apt for college work.

b. Poor attendance and insufficient time for study on account of an excessive demand by either general military exercises or special details.

c. Depreciation of the importance of academic work, as expressed in the low rating given to it in the personnel grades, and in a corresponding attitude on the part of the officers, particularly subordinate officers.

d. Unfortunate personality of some military officers; the result presumably in most cases of the haste with which selections had to be made, and of the demands upon officer personnel for active service overseas or in cantonments.

4. Lack of co-operation. In so far as this is not purely personal it is greater in larger institutions; it seems to be largely a matter of group psychology. In smaller institutions the military officer is likely to become virtually a member of the faculty group; in larger institutions a distinct military group is formed, tending toward certain esprit and attitude of its own.

In the great majority of institutions visited the tendency was toward better co-operation and better results generally. Many will wish to continue the course.

If the institutions in the district should be classified not on the basis of size but of their relations to the State, they might be divided into (1) State Institutions, including as sub-classes Universities and Normal Schools, (2) Endowed institutions under private control, including as sub-classes Universities, College and Institutes, (3) Institutions under private control but originally organized as commercial institutions. In these several types of institutions material equipment is best in the State institutions and the privately endowed universities. The colleges vary greatly. A few are well equipped and have an adequate teaching force, but many of the colleges have very meager resources in libraries and maps and the instructors are likely to be overworked. On the other hand, the colleges undoubtedly have a certain purpose of their own which attracts a certain type of students and makes possible a homogeneity of college life that is in many ways very valuable. If government visitation could be made to bring home to the responsible supporters of these institutions the need of more adequate equipment in order that students at these institutions might really receive what they suppose they are receiving in the way of education, it would be highly desirable.

I should like to make also a special comment upon the State Normal Schools in Michigan and Wisconsin which have units. These were among

the best institutions in their buildings, their available books and maps, and the apparent fitness of the instructors in charge. If we measure the advantages of an institution not by what it possesses but by what the individual freshman can get hold of, we must say that the freshman in the Normal Schools visited has a better chance for seeing and reading important books on the war than the average freshman in any of the five great universities.

In conclusion, I believe the course has waked up many institutions and instructors, has vitalized teaching, has brought about helpful co-operation, and set a precedent for a course aiming toward civic enlightenment and conscience as well as toward knowledge of facts and forces. It is likely to mark a permanent gain in college teaching.

Minneapolis, Minn., November 9, 1918.

FROM: J. S. Young, District Director of War Issues Course, District 8.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

In addition to the form reports and comments I have made touching my inspection of the various institutions I have visited, I beg leave to submit the following:

### I. THE WAR ISSUES COURSE

1. This new course has received careful consideration in most institutions which I have visited.
2. The work is usually organized with a responsible committee and chairman in charge.
3. The securing of an adequate staff for the first quarter's work has enlisted the co-operation of many departments, thus breaking down in a measure departmental jealousies and bickerings.
4. Oftentimes weekly or fortnightly conferences of teachers in charge of the work are held where some professor who has given special attention to the topics, discusses these for thirty or forty minutes and then there is a free-for-all discussion. This is a most admirable plan for emphasizing the main points.
5. As a rule strong teachers are offering the War Issues Course.
6. I fear the twenty-year-old students have not received sufficient consideration in the initial plans.
7. Class discussions should be emphasized more than lectures.
8. Not enough emphasis is given to geography and map work.
9. There is a tendency to teach over the heads of the freshmen.
10. Soldierly bearing and duty of the young private are not sufficiently emphasized in class. I feel that the student should come to attention for the more extended recitation but may be allowed to remain seated for the rapid fire quiz and class discussion.
11. The substitute courses and the work in composition are not functioning properly. Considerable attention should be given to these two phases of the work.
12. In my opinion the War Issues Course is the most constructive piece of work that is being done in the S. A. T. C. units.

### II. GENERAL OBSERVATIONS

1. Students as a rule are better housed in the small than in the large institutions because good dormitories are available in the former while barracks are used in the latter.
2. Some small institutions have undoubtedly resorted to questionable methods of advertising.
3. A few irregularities have been practiced in the admission of students.
4. There has been much loss of time for students and consequently poor work, because of friction or misunderstanding between the military and col-

legiate authorities. Of course this situation has been aggravated by the epidemic of Spanish influenza. College and military authorities should pursue a give-and-take policy.

5. College presidents, when holding subordinates to responsibility for specific duties, should delegate adequate authority for the performance of these duties.

6. Supervised study is not functioning properly. This needs immediate attention everywhere.

7. I think the colleges are imbued with the spirit for rendering a patriotic service.

Chicago, Ill., January 15, 1919.

FROM: George H. Mead, District Director War Issues Course, District 9.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

My personal visits to institutions giving the War Issues Courses were confined to the institutions in Missouri, the University of Kansas, the State Normal at Pittsburgh, Kansas, and the University of Colorado. Traveling with the gentlemen inspecting the rest of the S. A. T. C. work—Messrs. A. W. Torbell and O. C. Lester—I formed the impression that the W. I. C. excited unusual interest and was with some exceptions seriously undertaken. Its appeal to the immediate interest of the students and instructors in the war and the generous assistance offered by the Committee on Education and Special Training in bibliography, syllabi, pamphlet literature and maps, together with the suggestions presented for the first term, helped those institutions which would otherwise have been unable to carry the course, to do a most interesting and valuable piece of work.

I think that the most important impression that I gained was that there is an opportunity which has not been realized of awakening interest in issues of national import, and directing and informing it, to the great advantage of the country, if such assistance could be given and continued as it was provided for the W. I. C. I was impressed with the poverty of equipment and subject-matter of instruction in many of the institutions, especially the smaller ones, and their eager response to the assistance that came to them through the Committee. The work of the Committee has shown the possibility of organizing, inspiring and directing country-wide instruction on matters of national concern.

It is hardly necessary to present the difficulties under which the S. A. T. C. operated in this section. The great difficulties were the incompetence of the commanding officers and the serious interruption of work during the autumn by the epidemic of influenza. In a few of the smaller institutions we found an excellent organization of the military and academic training, but in general the undertaking of the S. A. T. C. was at the end of the fall term a failure. If, however, the war had continued with the demand for officers' training by the colleges and universities, it is fair to assume that a much better result would have been attained.

In the larger institutions, such as the Universities of the three States, and in Washington University in St. Louis, the members of the staffs of the different departments interested in the W. I. C. co-operated to the great advantage of the course, and, it was generally recognized, to the advantage of the departments themselves. In the smaller institutions where one man or department covered all or most of the social sciences there was no such



opportunity and the teaching by different members of the college staff of subject-matter which lay outside their field did not give evidence of being well done.

The problem of the greatest importance arising out of the W. I. C. is the type of course that is to follow during this year and that which may result from this in following years. Twenty-one institutions announce that they expect to continue the W. I. C. during the year. Eleven announce that they will discontinue the course, and one was undecided. Twelve institutions have not answered the inquiry sent them.

In the three State universities, at Lawrence, Boulder, and Columbia, there was undertaken, in accordance with the suggestion made at Washington, at the meeting of the directors of the W. I. C., conferences of the institutions in the States to discuss the form in which the course should be continued, and to confer upon methods, literature and syllabi. From Lawrence I have heard that steps have been taken toward this though at the time of my letter the conference had not met. The professor in the history department who was most interested in the conference was unfortunately unable to do much toward pushing it, and I am afraid that little has resulted from the plan. At Columbia the conference was held during the last week in December, and though not many institutions were represented, the work done was of such a character that it can be put at the disposal of other institutions. At Boulder the whole undertaking fell through largely through the sickness of the director of the W. I. C. who was expecting to carry it out. There was no one else who was interested and able to push it. I expect to have further information from these institutions soon and will forward it.

In discussing the project of the continuation of the course, I have met the problem of the type of course which can be given in the Freshman year, that can serve the same purpose as that served by the W. I. C., i. e., of giving the student a feeling for the life of the country and his place in it. It has been phrased often in the rather hackneyed fashion—a citizenship course. Both needs are recognized here, a course for Freshmen which will be introductory to the work which they will have later in the social sciences, and one which will give them a realization of the meaning to the community. I think the W. I. C. has brought the question of such a Freshmen course more prominently before the colleges and universities than any other event in academic experience. The detailed statements of the course in the different institutions which I was able to visit you have in your files.

Austin, Texas, December 12, 1918.

FROM: R. P. Brooks, District Director War Issues Course in District 10.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

1. My appointment as District Director of the War Issues Course was dated October 18, 1918. I remained in Athens, Ga., awaiting instructions and transportation requests until October 26th. In pursuance of orders I went on that day to Nashville, Tenn., for a conference with Prof. M. L. Bonham, District Director for the Fifth District. Proceeding, I reached Austin October 30th.

2. On reaching the district headquarters, I sent out a circular letter to all instructors in War Issues Courses, apprising them of my connection with the work and making various suggestions.

3. The work of inspection began on November 3rd and went ahead without interruption until December 11th. During the five weeks I visited thirty institutions, distributed as follows: Arkansas, 6; Louisiana, 7; Oklahoma, 2; Texas, 15. Reports on the work in these institutions were made to you at the time of the inspection.

4. When it became apparent that, on account of the large number of institutions in the district and the great extent of territory embraced in the four states, it would be impossible for me to visit all the colleges during the first term, I prepared and sent to the instructors in the institutions which at that time had not been inspected, a circular letter, dated November 11 asking for information about the course. My thought was that on the basis of the information thus obtained I would be able to make suggestions as to the organization of the courses and the equipment for the work, and perhaps in this way prevent some institutions from getting a bad start. Accompanying the circular was a blank form to be filled. The replies to this circular, all colleges answering, led to a considerable amount of correspondence. From the data received in this way it would be possible for me to make fairly complete reports on the institutions not visited. I do not send such reports, however, because the reports called for by you contemplate actual visitation. I am taking to Athens, Ga., all this material as well as the other documents that have accumulated in connection with my work, and will be able at any time to supply information as to the War Issues Course in any institution of the district.

5. Impressions of the War Issues Work.

a. By reason of the late start and such interruptions as the influenza and military interference with the regular meeting of classes, I feel (and this feeling is shared by many professors in charge of the work) that the War Issues Course has not had a fair chance. In many institutions, however, the work has been well organized, and, in spite of all obstacles, is going ahead with

excellent results. Great interest is reported everywhere in the subject-matter of the course; instructors and students are enthusiastic over it. In a number of cases where members of departments not related to History or Government have been called into the teaching of War Issues, I have found very intelligent and earnest work being done. The departments in the colleges have co-operated well to this end.

b. Since the signing of the Armistice I have sought to ascertain the intentions of the institutions as to the voluntary continuance of the course. I have found only one institution in which it has been determined to discontinue the work. This was a medical college and the curriculum was already crowded. I believe the great majority of the colleges in this district will continue the course. In my circular letter to instructors, dated today, I have called attention to the facilities for the course mentioned in your circular C. e. 24.

c. I am impressed that the supervision exercised by the committee through the personal visitation of the District Directors has been beneficial to the institutions, particularly the smaller colleges. In this district there is a large number of small, poorly equipped institutions. Their standards are low and they lack, for the most part, all sorts of physical equipment for teaching. It has been found possible to impress on the heads of colleges the necessity for improvement; and I think distinct progress was being made when the supervision came to an end.

d. The organization, character of instruction and equipment for the work was much better in the large than in the small colleges; but there was much less friction between the academic and military authorities in the smaller than in the greater institutions. Many of the small colleges would like to retain the S. A. T. C.; the more important institutions are glad to revert to the old system.

San Francisco, Calif., January 2, 1919.

FROM: John S. P. Tatlock, District Director War Issues Course, District 11.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

In District 11 the War Issues Course was nearly always conducted in a satisfactory way according to the suggestions of the Committee. But the District Director found his visits both needed and welcome, since he went with a constructive and helpful spirit. Most of the twenty-two institutions devoted the first quarter to the historical side of the subject, generally using some reputable text-book, with one or two hours devoted to lectures, and the other two or one to recitation. While there was more or less written work, there was usually no regular combination with English Composition.

The amount of work done by the students was generally disappointing, owing to the epidemic, to the confusions which attended the opening weeks of the S. A. T. C., and to the demoralization which set in after the 11th of November. But the spirit of the instructors was most gratifying and usually also their work. While in the smaller colleges one or two men handled the course, in the larger several departments often co-operated, with harmony and effectiveness; if the course had continued as planned, this co-operation and its resultant benefits would doubtless have been more conspicuous. The best men on the teaching staff were usually glad to take a hand in the course and there was no difficulty in manning it. The policy of putting the colleges on their mettle, but allowing them freedom from detailed prescriptions, was well justified. It is fair to say that the War Issues Course was perhaps the most successful part of the work of the S. A. T. C.

Helena, Montana, December 11, 1918.

FROM: Edgar E. Robinson, District Director War Issues Course in District 12.  
TO: Frank Aydelotte, Director War Issues Course.  
SUBJECT: Summary Report on War Issues Course.

1. In this brief summary, no effort will be made to more than generalize upon the work in this district. For specific information on each institution, reference should be made to:

(1) The first reports from the several institutions to the District Educational Director.

(2) The preliminary reports of the District Director.

(3) The second and third reports made by the various institutions to the District Director.

(4) Correspondence of the District Director with the instructors in the various institutions.

Copies of all this material have been filed with the Washington office.

2. Due to the late arrival in the district, the District Director of War Issues made but one trip to all except four of the institutions and, in several cases, his visit was very brief. At the time of his arrival (November 6th), several of the institutions had already closed and in the subsequent six weeks many of these were closed at the time of his visit. Due to these conditions, from the very beginning, as much business as possible has been carried on by correspondence. The great distances between institutions in this district have constituted additional reasons for less frequent visits in the limited time available. The District Director has, however, personally conferred with the instructor in charge of War Issues in fourteen of the eighteen institutions in the district.

3. Every institution has been affected by the epidemic of influenza. In a few, only a day or so was lost to the entire student-body. In others, less than a month of work has been obtained in the entire quarter. In all of the institutions, even where the student-body was not as a whole excused from class, the number of cases of influenza each week has seriously cut the time available for War Issues.

4. In every case, the chairman of the committee on War Issues was sympathetic. The greatest difficulties have arisen out of the following conditions:

A. Lack of knowledge on the part of instructors of available text-books.

B. Lack of government materials until from one-third to one-half of the time had elapsed.

C. Inability to change plans after the course was well started.

D. Lack of sufficient number of instructors.

5. On November 30th, the District Director sent out a letter of inquiry to each of the instructors and a copy of this letter and of the replies have been filed with the Washington office. These replies seem to throw light upon the difficulties that were apparent to the various instructors as they neared the close of their work.

6. It now seems probable that a course in War Issues will be given in the second quarter in the following institutions of this district: College of Puget Sound, Reed College, University of Idaho, University of Montana, Montana College of Agriculture, Oregon Agricultural College.

It is possible that others may be added to this list. It is the intention of the District Director to visit most of these institutions before the end of the present quarter, to go over with the instructors their plans. A letter will also be sent to the other institutions and a particular appeal will be made for a continuance of the work in those institutions where the work during the present quarter warrants unusual effort to bring about a continuation.















